

DOCUMENT RESUME

ED 213 946

CE 031 697

AUTHOR Holzkamper, Charlot
TITLE Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.

INSTITUTION Holzkamper (Charlot) & Associates, North Hollywood, CA.

SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Business Education.; Office of Education (DHEW), Washington, D.C.

PUB DATE 82
NOTE 52p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; Career Education; Community Involvement; *Community Programs; Community Resources; Cooperative Programs; Demonstration Programs; *Distributive Education; Employment Opportunities; Experiential Learning; Federal Legislation; High Schools; *Marketing; Postsecondary Education; *Program Development; Program Implementation; *School Business Relationship; School Community Relationship; State Legislation; Vocational Education; *Work Experience Programs

IDENTIFIERS California

ABSTRACT

Designed for use in high school and adult education programs, this manual was developed to help marketing and distributive education teachers to develop or upgrade community/work-based programs; and to assist teachers who operate these programs to use legal operational practices and to meet the occupational needs of their students and communities. The guide is organized in six sections. Section 1 reviews the career opportunities available within marketing and distributive industries, while section 2 outlines the three types of community/work-based programs covered in the publication: cooperative vocational education, vocational work experience, and community classroom. Section 3 offers program strategies for the three types of community/work-based programs; five successful programs are profiled in section 4. In section 5, laws, rules, and regulations relevant to community/work-based programs are explained, especially as they apply to California. A brief self-help quiz follows the excerpted laws, rules, and regulations so that the reader may test his or her understanding of the legal requirements underlying community/work-based programs. The final portion of the book, section 6, includes several examples of forms that are used in community/work-based programs. A bibliography of current books, periodicals, pamphlets, and reports closes the section. (KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Marketing and Distributive Education

Community/Work-Based Programs

An Instructor's Guide to Program Strategies

Cooperative Vocational Education

Vocational Work Experience Education

Community Classroom

Business Education

California State Department of Education

1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Prepared by

Charlot Holzkamper

Charlot Holzkamper & Associates
11326 Magnolia Blvd., Suite 1
North Hollywood, CA 91601

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

This publication was funded under provisions of the Education Amendments of 1976, Title II, Subpart 3. It was prepared and published under a contract with the California State Department of Education. Contractors undertaking such projects are encouraged to express their judgment in professional and technical matters. However, opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the California State Department of Education and no official endorsement should be inferred.

ED213946

CE 031 697

Acknowledgments

This instructional guidebook was created with the assistance of many educators who offered their knowledge, insights, support, and energies.

Guidance was provided by the project's advisory committee, whose members are listed below in alphabetical order:

Charles R. Beall, Assistant Professor
Business and Distributive Education
Department of Business Education and Office Administration
California State University, Los Angeles

Charles Brown, Regional Supervisor
Business Education
California State Department of Education

Jon Nowak, Consultant
Business Education
Long Beach Unified School District

Patricia Whitman, Consultant
Career, Office, and Distributive Education
Division of Curriculum and Instructional Methods
and Strategies
Office of the Los Angeles County Superintendent of Schools

Section 4 of this guidebook, "Programs in Action," became a reality with the cooperation of the following persons, listed in alphabetical order:

Daniel Gutowski
Armijo High School
Fairfield-Suisun Unified School
District

Debbie and Rick Herrmann
Modesto City Schools
Stanislaus-Tuolumne-Mono
ROP/Vocational Education

Pamela McKinney
Center for Marketing, Graphics
and Management
Mission Bay High School
San Diego City Schools

Susan Reese, Curriculum Specialist
Business Education
San Diego City Schools

Edward R. Roberts, Ed.D.
Superintendent
Central County ROC/P

Leo A. Scheuber, Director
Stanislaus-Tuolumne-Mono
ROP/Vocational Education

M. Pamela Smith Skawin
Program Coordinator/Instructor
Central County ROC/P

Elmer Stringfellow
Millikan High School
Long Beach Unified School
District

Gretta McGree served as consultant in the development of program strategies for this publication.

A special thank you is extended to advisory committee member Charlie Brown for his invaluable assistance in providing many of the materials and resources used in preparing this publication and for advising on its contents and direction.

Contents

Section 1	Page 1
Introduction	
Section 2	Page 4
About Community/Work-Based Programs	
Section 3	Page 8
Program Strategies	
Section 4	Page 21
Programs in Action	
Section 5	Page 28
Compliance Basics	
Section 6	Page 42
Resources	

Preface

Using the community as a classroom is an effective way to prepare students for careers in Marketing and Distributive Education (MDE). Cooperative vocational education, vocational work experience education, and community classroom are instructional strategies often used by MDE instructors to bridge the gap between the school and the world of work. The community/work-based programs are sound methods for developing student competencies which are often difficult to train for in the traditional classroom setting.

This guidebook was developed to motivate MDE teachers to undertake or upgrade community/work-based programs, to assist teachers in operating these programs, and to help educators maintain compliance with the rules and regulations pertaining to community/work-based programs. Designed for use in high school, adult education, and ROC/P teaching situations, this manual will help MDE teachers develop high-quality programs, use legal operational practices, and meet the occupational needs of their students and communities.

This publication includes the experiences and insight of selected teachers, administrators, and participating business and professional persons who are involved in community/work-based MDE programs.

Gary Thompson, Program Manager
Business Education

Section 1

Introduction

What career area has an unlimited future? Without question, it is to be found in marketing and distribution.

Let's examine some current facts.¹

Fact: Nearly one-third of all jobs in America can be classified as marketing occupations.

Fact: Almost 36 million men and women are employed in a marketing, distribution, or sales and management of goods and services occupation.

Fact: According to the U.S. Department of Labor, three of the six fastest-growing occupational areas in terms of employment opportunities through the 1980's are sales personnel, service workers, and managers and administrators.

Fact: The fastest-growing segment of the marketing community is composed of service industries—advertising agencies, hospitality and recreation firms, insurance and real estate agencies, and transportation companies, to name only a few. The Bureau of Labor Statistics reports that service industries have a projected growth rate through the 80's of 24 percent.

Fact: In California, there are about 77,000 marketing and distribution employment opportunities available each year. The California Employment Development Department states that distributive occupations are increasing at a faster rate than all other occupations in the state, constituting 10 percent of all job opportunities. Half of these jobs are in retail merchandising.

Final fact: *The California Five-Year State Plan for Vocational Education: A Planning Process* states in its latest revisions that approximately 33,000 secondary school students (31,891 secondary, 931 adult) are enrolled in Marketing and Distributive Education (MDE).

The jobs are there—waiting—for California's graduates of MDE. Valuable, respected careers are waiting, too, in this, the most people-centered of vocational endeavors. The men and women who have careers in marketing and distribution may be justly proud of their work, for they collectively serve as the linchpin in today's marketplace, linking the producer and the consumer. They are essential to the nation's well-being and to the prosperity of their communities. They keep the economy moving.

Defining Marketing and Distributive Education

Marketing and Distributive Education prepares individuals to enter, progress in, or improve competencies in marketing and distribution occupations. Emphasis is

placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. MDE includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer.

The MDE Program

The instructional program of Marketing and Distributive Education is comprised of three major "delivery systems." These are related instruction, paid or nonpaid training experience, and DECA (Distributive Education Clubs of America) activities.

Ten core competencies make up the content of related instruction. These competencies provide basic occupational knowledge and skills in MDE and, in addition, they meet the immediate, specific requirements of the jobs in which students are receiving training. The 10 core competencies are advertising, communications, display/visual merchandising, human relations, management, mathematics, merchandising, operations, product and service technology, and selling. New curriculum was developed in 1978 for these core competencies and can be found in the *California Business Education Program Guide for Marketing and Distributive Education*.

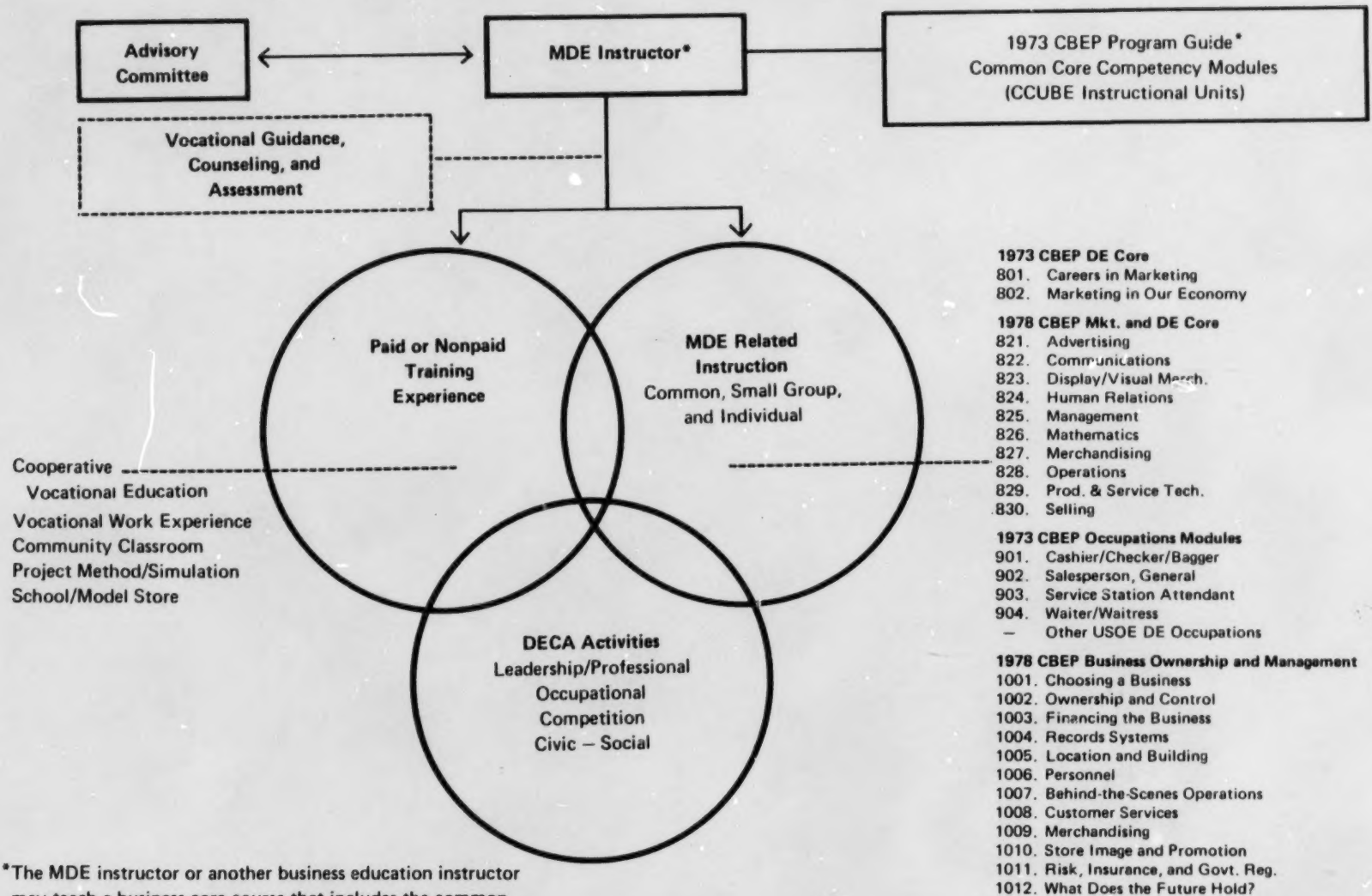
Figure 1 on the next page depicts the Marketing and Distributive Education program model. Core competencies and occupational modules are shown in conjunction with related instruction; paid or nonpaid training experience includes the three community/work-based programs to be examined in this publication—cooperative vocational education, vocational work experience education, and community classroom. DECA activities make up the third "delivery system" of the MDE program model.

The Purposes of This Publication

The focus of this guidebook is on one portion of the MDE program model, paid or nonpaid training experience, and within this system, the three community/work-based programs that provide students with occupational training.

The publication's purposes are to provide MDE instructors and other educators with 1) a basic understanding of Marketing and Distributive Education as a vocational program and as a viable, in-demand career option for students; 2) an examination of the three community/work-based programs that provide paid or nonpaid occupational training

FIGURE 1. MARKETING AND DISTRIBUTIVE EDUCATION PROGRAM MODEL



*The MDE instructor or another business education instructor may teach a business core course that includes the common core competencies.

experiences; 3) effective program strategies for planning, operating, and managing such community/work-based programs; 4) an overview of five community/work-based programs in field operation; and 5) supportive information and resources to use in initiating community/work-based programs.

How to Use This Publication

Section 1, Introduction, reviews the career opportunities available within marketing and distributive industries. It includes a definition of MDE, its program model, and the purposes and use of this publication.

Section 2 outlines the three types of community/work-based programs to be covered in this publication. They are cooperative vocational education (CVE), vocational work experience (VWE), and community classroom (CC).

Section 3 offers program strategies for the three types of community/work-based programs. In most instances, the strategies are applicable to all three programs. When a strategy is not generally applicable, the exception appears directly below the strategy, with an explanation.

Section 4, "Programs in Action," is a cross-section approach to five community/work-based programs. Each

program expresses certain variables—geographic location, program type, number of student participants, and educational setting. Thus, two of the programs are set in comprehensive high schools and three are regional occupational programs.

"Compliance Basics" can be found in Section 5. This section includes the laws, rules, and regulations relevant to community/work-based programs. Title 5 "regs" for cooperative vocational education, vocational work experience, and community classroom are to be found in the *California Administrative Code*, Title 5 information. The hours, wages, and conditions of work for minors can be found in the state and federal regulations. In conclusion, a general guideline contains relevant information concerning students under 18 in training stations, much of it excerpted from the *California Education Code*.

A brief self-help quiz follows the excerpted laws, rules, and regulations so that the reader may test his or her understanding of the legal requirements underlying community/work-based programs.

The final portion of the book, Section 6, includes several examples of forms that are used in community/work-based programs. A bibliography of current books, periodicals, pamphlets, and reports closes the section.

¹U.S. employment information concerning marketing and distributive occupations is from Bureau of Labor Statistics, U.S. Department of Labor, excerpted from *Distributive Education Programs*, Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1978.

California employment information concerning marketing and distributive occupations is from California Employment Development Department, excerpted from *California Five-Year State Plan for Vocational Education: A Planning Process*, 1977.

Section 2

About Community/ Work-Based Programs

Cooperative vocational education, vocational work experience education, and community classroom are three types of regularly scheduled, job-site learning experiences that are offered to California's Marketing and Distributive Education students. In terms of occupational training outcomes for students, these three program options have much in common and fit together well under the inclusive "umbrella" term, community/work-based program.

The shared goal of these community/work-based programs is to help students—both youths and adults—enter and advance in the world of work by blending related classroom instruction in Marketing and Distributive Education with supervised, meaningful career preparation. This is accomplished by utilizing the community's participating businesses and industries, plus their facilities and equipment, as career training "laboratories." In paid training or work stations and in nonpaid learning stations that offer actual on-the-job experiences, MDE students gain occupational competencies. These competencies include the knowledge, tasks, and skills required of a specific marketing or distribution occupation as well as the work habits and attitudes necessary for job success and personal growth.

Vocabulary of Community/ Work-Based Programs

The working vocabulary of cooperative vocational education, vocational work experience education, and community classroom share commonalities as well. Below are some of the basic terms, with definitions, used in operating these programs.

Advisory Committee. The formation and use of an advisory committee is a *requirement* for cooperative vocational education programs. A group of employers, training sponsors, and other individuals having substantive knowledge of the marketing and distributive industries comprise an advisory committee. Their role is to advise and counsel on MDE curriculum and training experiences, assist in equipment selection and acquisition, and offer general support of the program within the local business community. The teacher-coordinator serves ex-officio.

Control Class. A class limited to MDE students who have paid, regularly scheduled, part-time employment in con-

junction with an MDE cooperative vocational education course. The instructional content is derived from an analysis of the competencies (i.e., attitudes, skills and knowledge) needed by individuals employed in a specific occupational field and from the learning experiences recorded on student training plans. The control class is used in CVE only.

Coordination. The process of integrating the instructional, on-the-job, and management activities of an MDE community/work-based educational course.

Facility Agreement. A written agreement between the public school agency and the management of a community classroom facility to ensure that the use of the facility and the services to be provided fulfill the training plan. This is applicable to community classroom only.

Facility Sponsor. Community classroom courses require that the teacher instruct and supervise the student in his/her training experience. The cooperating business providing the learning station(s) is called the Facility Sponsor.

Hardware Merchandising MDE community classroom.



Learning Station. A community classroom on-site location where *nonpaid* occupational learning occurs for the individual student.

Student-Learner (or Trainee). An individual enrolled in an MDE community/work-based program who receives vocational related instruction and participates in a supervised, sequentially planned training experience.

Teacher-Coordinator. A certificated member of the LEA faculty who teaches MDE-related instruction in a cooperative vocational education control class and who also coordinates the learning activities and performance objectives of each enrollee at his or her training station. This term is applicable to cooperative vocational education only.

In vocational work experience, on-the-job coordination is the responsibility of the work experience education (WEE) coordinator. The WEE coordinator usually is not the instructor of the related MDE class.

In community classrooms, the teacher supervises the student's instruction in class and at the learning station.

Training Agreement. A form prepared by the instructor indicating the student-learner's proposed period of training, place of training, and other pertinent facts and information necessary to assure basic understanding of the student's position as a trainee in a training experience. The form is signed by the student, employer, parent, and school representative. This agreement is used in cooperative vocational education and vocational work experience courses.

Training Plan. A sequentially organized plan, with measurable performance objectives (not required of CVE), of the competencies a student will learn in the class and during training. This plan is derived from an analysis of the competencies needed by an individual to acquire entry-level employment, adjust to the employment environment, and advance in a marketing or distributive occupation. The plan is developed by the teacher, teacher-coordinator, or work experience education coordinator in cooperation with the student and training station sponsor or facility sponsor. All three community/work-based programs use training plans.

Training Sponsor. The individual who supervises the learning activities and the student-trainee at the training station. The training sponsor may be the owner or manager of the business or an employee appointed by management. This term is used in cooperative vocational education and vocational work experience.

Training (or Work) Station. A business or industrial establishment involved in marketing or distribution where the student-learner gains regularly scheduled, supervised, *paid*, on-the-job learning experiences that relate to his or her

occupational goal. This is applicable to cooperative vocational education and to vocational work experience education. Community classroom courses use the term "learning station" and provide *nonpaid* occupational preparation (see definition).

How Community/Work-Based Programs Operate

Entire texts and publications have been written about the operational aspects of cooperative vocational education, vocational work experience education, and community classroom. Thus, no attempt will be made in this limited space to examine each aspect of each program option. The requirements, scope, and structure of the three community/work-based programs can be found in the *California Education Code* and the *California Administrative Code, Title 5*. Relevant excerpts are located in Section 5, "Compliance Basics."

Rather, the major components of each program option will be reviewed, underscoring those qualities which are distinct to a particular program and those which the three programs have in common.

COOPERATIVE VOCATIONAL EDUCATION

A Marketing and Distributive Education instructor who is considering "co-op" as a community/work-based program will find it to be an established, well-known training program among business leadership.

Related classroom instruction (involving the 10 core competencies of MDE) is presented in a control class which may involve large-group, small-group, and individualized learning activities and is directly *correlated* to each student's *paid* on-the-job training. The word "correlated" in CVE indicates that curriculum and instruction are shaped to meet the competencies each student has in his or her training plan and which must be achieved while employed at the training station. As an example, if a student is training in an auto parts store, correlated instruction for that student could involve auto products knowledge and technology, the use of auto parts manuals and microfiche, and procedures for maintaining auto parts inventories.

An MDE cooperative vocational education course may be designed as an advanced, or "capstone," course for students who have completed basic MDE instruction. The acquisition of basic MDE competencies provides a firm foundation from which students can benefit and be productive in paid employment.

The teacher-coordinator of an MDE cooperative course carries a sizable responsibility, combining the talents of an educator with those of a job development professional. In addition to designing an up-to-date adaptive curriculum and supervising classroom instruction, the teacher-coordinator's supervising responsibilities extend to include:

Recruitment and Selection of Students. Students must be 16 years of age or older. If under 18, the student must have parental approval to enroll in the course. Each student must apply to enroll in the program and have the teacher-coordinator's approval. Selection criteria can be based upon the student's grade level, attendance, health records, career objectives in marketing and distribution, and recommendations from counselors and other faculty. Occupational interest surveys and math tests may be given each student applicant. The student's ability to have transportation to and from the job training station is another consideration in selecting students for the program.

Selection of Training Stations. The teacher-coordinator searches out and develops *paid* training stations for each student enrolled in the course. These training stations must meet Title 5 criteria and they must match the student's career goals, interests, and capabilities. Continual contact with the employer or training sponsor is necessary to ensure that the goals and objectives of the program are understood and the student is progressing in his or her on-the-job learning activities.

Preparation of Training Agreements. An individual written training agreement is prepared for each student, clearly stating the responsibilities of the student, employer, parent, and school representative.

Preparation of Individual Training Plans. Meeting with the student and employer (or training sponsor), the teacher-coordinator develops an individual plan of on-the-job and classroom competencies to be achieved by the student.

Conduct Coordination Calls. Sufficient release time during each school day is required for the teacher-coordinator to develop new training stations and to make periodic calls on students and their training sponsors at the training stations. The visits are designed to check the student's progress, resolve problems, counsel the student, and develop an effective relationship with the business.

Conduct Program Evaluation. Evaluation of the program's effectiveness is often based upon followup surveys of students one year after graduation. Surveys of employers and students should be conducted to ascertain the employability and placement of students in the occupation or related occupation for which they were trained.

Record-Keeping. A variety of records must be maintained on each student. See Section 3, Program Strategies (Program Management, Record-Keeping).

An MDE cooperative course can be offered by a comprehensive high school or ROC/P. School credit is based upon a combination of vocational classroom instruction and on-the-job training.

The teacher-coordinator must hold a valid California teaching credential authorizing the subject to be taught—in this case marketing, merchandising, or management within MDE.

Cooperative vocational education courses are funded from local funds and are, in addition, eligible to use federal monies from Subpart 2 of the Vocational Education Amendments (PL 94-482). Cooperative vocational education is one of the state's priorities for the use of Subpart 2 (Basic Grant) funds.

VOCATIONAL WORK EXPERIENCE EDUCATION

Many of the components of the cooperative approach are found in vocational work experience education, yet the programs do differ.

Cooperative vocational education courses are offered in both comprehensive high schools and ROC/Ps; vocational work experience education courses are found primarily in the comprehensive high school setting.

VWE offers a combination of concurrent vocational (MDE) classroom instruction and *paid* on-the-job training in an occupation that is a matter of record as the student's occupational goal. Related instruction is required for enrollment in vocational work experience education. Its purposes are to help students 1) develop occupational competencies that will lead to acquiring and maintaining employment, 2) adjust to the work environment, and 3) advance in a chosen occupation. It is suggested that related instruction be integrated into the concurrent vocational class. However, related instruction may be administered through activities conducted by the work experience education (WEE) coordinator.

Work station coordination is the responsibility of the WEE coordinator who also may have responsibility for general and exploratory work experience education. The WEE coordinator must hold a valid California teaching credential, plus two years of successful work experience in a qualifying occupation. The coordinator-to-student ratio for a full-time WEE coordinator is 1:125.

A student receiving credit for MDE vocational work experience must be concurrently enrolled in an MDE class. In order to receive credit for the training experience, the student must be employed in an acceptable work station which meets the criteria as listed in the *California Administrative Code, Title 5*.

Vocational work experience has many of the basic components found in the co-op program—a process for student selection, development of work stations, written training agreements, individual training plans, coordination calls, progress reports, evaluations of each student's achievements, and followup program evaluation. Like CVE, funding for vocational work experience education comes from local funds and, under specific circumstances, from federal funds under VEA, Subpart 2.

COMMUNITY CLASSROOM

The community classroom is a relative newcomer to vocational education and is linked in most cases with ROC/P occupational preparation.

The Title 5 definition of a community classroom is that it is a site or a series of physical locations in which occupational training programs are conducted. It has as its general purpose the expansion of occupational training opportunities by utilizing existing sites and facilities other than those of the public schools.

The community classroom is more than its definition—a physical location. It is a vital educational *concept*. By using the facilities and equipment of public agencies and private firms, vocational educators can provide up-to-date, realistic training experiences to students.

With the community classroom concept, students are not employed, but are completing learning activities at a jobsite. Since they are not employed, they are not paid. A great many of the students who enroll in a community classroom community/work-based program have had no previous work experience, lack job readiness skills, and need to have their self-confidence about holding a job developed through a planned, structured, and unpressured exposure to the world of work with close supervision and support by the teacher.

Many community classroom courses involve students for 10 hours a week, with about six or seven of those hours in training and the remaining hours in classroom instruction. The instructor meets with each student at least once during every 10 hours of training to instruct, counsel, and evaluate the student's progress. In order to maintain this close interaction, most community classroom learning stations are grouped in a single shopping center or in a few large stores so that the supervision aspects of the program can be managed. Indeed, many of the instructional classes are located in the training rooms of large stores or shopping centers. When this occurs, the teacher and students interact on an almost daily basis.

Because the community classroom student is in a non-paid training experience, a crucial requirement for the instructor is to determine when the student demonstrates proficiency in achieving a performance objective. When proficiency is reached, the student must be rotated to a

new learning activity to avoid exploitation. After all, if the student demonstrates the ability to do a task well, the educational aspect of the training has ended and the student should be paid for the work. A high degree of supervisory sophistication is necessary on the part of the instructor to assure students, their parents, unions, participating business representatives, and lawmakers that vocational *education* is the sole purpose of this community/work-based program.

Most community classroom students are ready for paid employment within one semester. As a result, the majority of community classrooms are one semester in length; specialized marketing or merchandising courses such as interior design or home furnishings may extend for a longer period.

The community classroom instructor, who must hold a valid teaching credential for the subject being taught, develops the curriculum, teaches the related instruction, locates learning stations, prepares training plans, and directly supervises the student's progress. Unlike CVE and VWE, the teacher is responsible for instruction of the student at the learning station and for determining when the student reaches proficiency in each learning activity. The facility sponsor should be consulted, but student evaluation is the sole responsibility of the teacher in this community/work-based program.

The three community/work-based programs outlined here offer a concerted approach to helping students prepare for careers in marketing and distribution. Many instructors and LEA administrators will discover that these program options, when examined in operation, vary in their delivery methods. This is due to community needs and the student population being served.

Variations in terms and methodologies should not obscure the *outcome* that the three programs have in common. Students do achieve job-related competencies and "experience" that permit them entry and advancement in the adult world of work. They do acquire self-confidence, self-knowledge, self-discipline, and interpersonal skills. Best of all, they do take responsibility for their future.

Section 3

Program Strategies

This section is devoted to suggested strategies for 1) planning, 2) operating, and 3) managing a community/work-based program in Marketing and Distributive Education. In nearly every instance, a strategy is applicable to the three program options being examined in this guidebook—cooperative vocational education, vocational work experience, and community classroom. When a strategy is *not* applicable, this is noted beneath the strategy in italic typeface. The

program is identified and an explanation is given for its nonapplicability.

The format used in this section is an accessible one. An area of program need is presented (i.e., Setting Goals, Objectives) and it is followed by several strategies. An instructor can quickly determine which ones are suitable for his/her students, courses, school, and community.

PROGRAM PLANNING STRATEGIES

Define Program Concept, Purpose, Function

Review *California Five-Year State Plan for Vocational Education* relating to Marketing and Distributive Education, Business Education.

Identify effective programs in local area similar to community/work-based programs under consideration. Visit selected programs. Talk with teacher, teacher-coordinator, or work experience education coordinator about program organization, operation, management. Talk with several students, employers about program results.

Review school facilities and equipment for appropriate instructional use.

Review funding policies with LEA Vocational Education Coordinator for each type of community/work-based program.

Locate sources of labor and economic data concerning local job markets, employment opportunities.

Meet with LEA personnel to obtain general student profile data and results of occupational interest surveys.

Attend MDE in-service programs, workshops, conferences. Develop file of materials, information.

Review *California Business Education Program Guide for Marketing and Distributive Education* (see Bibliography).

Needs Assessment

Choose a limited number of local businesses representing cross-section of marketing areas. Telephone survey (use

Yellow Pages for source); describe program of community/work-based training; ask for indication of interest, cooperation.

Survey students in other MDE and business education courses. Describe plan; determine how many students are interested in an MDE community/work-based learning experience.

Develop a checklist of "decision factors" that includes:

- Adequate facilities and equipment.
- Number of available paid training stations in community.
- Availability of shopping centers, malls for use as community classroom learning stations.
- Types of students for program (abilities, skills, work experiences).
- Administration support.

Program Design

Decide which community/work-based program option will be followed. Determine duration of course; decide upon minimum, maximum hours of on-the-job training; number of hours of classroom instruction per week. Determine units of credit.

Setting Goals, Objectives

Use *California Business Education Program Guide for MDE* to decide on instructional units, program outline.

Set short-term (one year), intermediate (three years), long-range (five years) goals; write measurable objectives for each set of goals. Prepare goals, objectives in *written form*.

Review program choice, design, goals and objectives with department chairperson, appropriate department committee. Ask for input, support.

Review same program plans, goals and objectives with school administration, counseling staff. Ask for input, support.

Forming an Advisory Committee

(Note: A requirement of cooperative vocational education only.)

Determine size of committee and type of involvement of members in shaping curriculum, overall program. Set number of meetings per year, length of terms.

Determine composition of committee; have representatives from business, employers, school, and possibly from state, federal agencies.

Obtain names of potential business representatives from local civic clubs (i.e., Chamber of Commerce, Rotary, Lions).

Invite specific sponsors in program to serve.

Consider representatives from government agencies (i.e., Employment Development Department, Small Business Administration).

Ask school and/or LEA administrators, counselors to serve on committee.

Consider student representation on committee.

Develop a form letter to be sent to each individual describing program, advisory committee service. Invite membership on committee. Include a return card with self-addressed, stamped envelope. Forming the advisory committee can be done through personal contact as well.

Using the Advisory Committee

Set tentative schedule for meetings, scheduling a minimum of one per semester. Keep meetings to two hours.

Consider luncheon meetings, to be held at a local restaurant or at school. Ask Home Economics Department to serve luncheon.

Determine subjects to be covered by agenda; send agenda to each member one week before scheduled meeting.

Ask advisory committee for information on new businesses, new employment opportunities, new training or learning stations for students.

Have members review curriculum, learning activities, on-the-job experiences for input. Have members assist with selection of new equipment.

Ask members to seek donations of equipment being replaced by local businesses; for training time by students on new equipment.

Ask for copies of business manuals (training, personnel, benefits, policies), product knowledge booklets, and forms used in firms of business representatives on committee.

Invite advisory committee members to serve as interviewers in job interview simulations with students in classroom setting; on videotape.

Invite advisory committee members to participate in DECA chapter events and serve as judges at DECA conferences.

Invite each advisory committee member to speak to class on aspects of sales, merchandising, and management.

Ask members who are leaders in their civic clubs to represent program in securing sponsorship, awards, donations, time on their club programs once each year, inclusion in club newsletter.

Ask advisory committee members to speak at budget review of Board of Education to support program, endorse its worth to students, the business community.

Information Gathering

Survey students in other MDE and business education classes, using a form; gather quantitative information on career interests in marketing industries, on-the-job training.

Survey students in homerooms and student assemblies; have booth at career fair and survey with a questionnaire.

Write article for school paper and include survey questionnaire. Indicate where, when to return questionnaire.

Refer to LEA-administered Career Planning Inventory to ascertain student career interests, goals.

Procure transcripts and ancillary surveys of each student enrolling in MDE community/work-based program from counseling department.

Conduct telephone survey (use Yellow Pages) of local merchants, businesspersons asking for participation in program. Send covering letter, questionnaire to those responding affirmatively regarding student employment, part-time work, wages, nonpaid learning stations, and so on.

Gather local job data from California Employment Development Department; ask to be put on mailing list for job market reports, other information.

Gather local business, economic information from Chamber of Commerce, local daily newspaper advertising department. Ask to be put on mailing lists for their bulletins, job and economic market reports.

Obtain School Administration Support of Program

Review initial development of community/work-based MDE program, goals, objectives with administration. Ask for input and support.

Keep administrators informed of program activities, student honors and awards, community-wide publicity.

Ask for an administration representative to serve on advisory committee.

When community/work-based program is operational and students are placed in training or learning stations, invite principal or other administrators to join in site visitations, talk with students and employers.

Notify administration (and parents) in advance when students are to be involved in special activities, conferences, workshops off-campus. Turn required forms in on time.

Know and observe all laws and regulations concerning student work permits. Keep complete documentation for administrative purposes.

Note: Work permits not required for community classroom students.)

Facilities

Determine size of classroom needed for related instruction; arrange for private office space. Classroom space may require area for equipment (cash registers, computers, tools) and individualized learning area.

Obtain telephone (direct line, if possible) to facilitate coordination of community/work-based program, student placement, sponsor relations.

If student files contain confidential information (grades, health information, test score profiles, etc.), a locking steel file cabinet is needed.

Equipment, Supplies

Contact other community/work-based MDE programs for suggestions on materials, supplies.

Ask advisory committee for assistance in obtaining donations of cash registers, small computers, tools, and other equipment being replaced by local firms.

Determine the availability of VEA and special vocational education funding for program; contact LEA Vocational Education Coordinator, state regional supervisor.

Forms

Gather necessary forms from LEA to provide record-keeping for state reports; work permits; student files; followup employment studies of graduates.

Acquire or design the following basic forms necessary for a community/work-based MDE course:

- Business Contact Card.
- Followup form letter to employers willing to participate in program.
- Student job interview letter of introduction with interview evaluation form at bottom for employer to use, student to return.
- Training Agreement between employer, student, school. All to sign, including parent(s). (*Note: Community classroom does not use a Training Agreement.*)
- Individual Training Plan.
- Student hourly timecard for one-week period.
- Training station visitation and student progress report form. (*Note: Not applicable to community classroom.*)
- Student training performance evaluation sheet, to be used by employer and teacher. (*Note: Not applicable to community classroom. The teacher is solely responsible for student evaluation.*)

Review examples of forms in Section 6 of this publication. Check with LEA to see if all forms are standardized for community/work-related programs.

Recruitment of Students

Announce program in other MDE, business education classes; school assemblies; required classes (i.e., English, history).

Use bulletin boards, hall display cases to announce and tell where to get information.

Develop a flyer or brochure for use with students, counselors, employers, community.

As program becomes established, have enrollees report about it in assemblies; junior high career-day conferences. Form a teacher/student team approach for recruitment.

Use free community channels of local cable television to describe program, explore career goals in marketing, have students tell of community/work-based learning activities.

Obtaining Counselor Support

Call a meeting of entire counseling staff to describe program, its goals and objectives. Explain benefits. Describe need for student release time, how classes need to be scheduled for student release time. (*Note: Not applicable to community classroom.*)

Develop a "fact sheet" about program for counselors—what it is, does, how it does it. Describe student population to be served by program.

Ask counselors to screen students for qualifications; provide each counselor with student application forms. (*Note: Community classroom courses do not screen students or require application by students.*)

Keep counselors informed of progress of their student referrals. Memo.

Invite a counselor to monthly department meeting (rotate invitation to each member of counseling staff) in order to better understand program.

Invite a counselor to visit students' training or learning stations with teacher, teacher-coordinator, or WEE coordinator on regularly scheduled visit.

Take instant or regular color photos of student at each training or learning station in program. Give each counselor photos of students he or she referred to program.

Take color slides of program's students in training for use in publicity, recruitment, job development, and with counseling staff. Develop a 10-minute presentation. Use a standard projector for large audiences, a single-slide desktop projector for use with individual in his/her office. Use latter method to show counselor results of student referral to program.

Invite counselors to attend program activities (i.e., annual banquet for employers/employees; student award ceremonies).

Invite counselors to DECA activities.

Selection of Students for Program

(*Note: Not applicable to community classroom.*)

Refer to *California Administrative Code, Title 5* (see Section 5) to review student qualifications required for each type of community/work-based program. Develop criteria.

Develop a brief application form for student use.

Develop a recommendation form to be used by counselors, teachers in recommending students for program.

Refer to school records, cumulative records of students applying for program. Review student's academic standing, punctuality, attendance, completed course prerequisites, health. Review student's records in Marketing and Distributive Education, other career-related courses.

Interview each applicant. Explain program, benefits, requirements; explore student's stated career interests, goals.

Develop, administer brief test indicating student's attitudes, maturity, decision-making abilities, math skills, conceptual skills. (Consider the General Aptitude Test Battery, developed by U.S. Employment Service.)

Determine if student has transportation available to reach training site or is willing to use public transit.

Rank student applicants, review information on each student, make selection decisions. Inform students of choices.

Integration of Title IX Sex Equity Requirements, Handicapped Students, Special Needs Students, Nontraditional Occupational Interest

Review *California Five-Year State Plan for Vocational Education* for guidelines to these areas.

Contact persons in LEA, State Department of Education responsible for affirmative action, handicapped students; obtain guidelines, materials, resources, effective strategies.

Review instructional materials and resources for sex bias.

Use terms "male" and "female," "young man" and "young woman" when discussing students to help set climate of sex equity at training or learning station.

Present mini-unit in classroom on sex stereotyping of occupations, customers.

Invite men, women who have nontraditional jobs to speak to class.

Send male, female students to job interviews, learning stations where one gender might normally be expected to be in occupation.

In placing disabled student in training or learning station, inform prospective employer or facility sponsor *prior* to student's appearance of student's disablement, abilities. Select training situations compatible with student's handicap.

Use financial donations by Easter Seals for Crippled Children, service clubs, individuals to set up special account in LEA for paid employment of severely disabled students in school environment (permissible under Education Code Section 51765). Students are coordinated in usual manner with training supervised by training sponsor. (*Note: Not applicable to community classroom which offers nonpaid training opportunities only.*)

Conduct a meeting for students of program, counseling staff, school administrators on new career opportunities for females, the disabled, men and women interested in nontraditional areas of employment. Invite panel of Affirmative Action officers from local industries to discuss trend.

Use library, LEA and State Department of Education publications and resources for sex equity instructional strategies.

Criteria for Training, Work, Learning Stations

Develop written standards of criteria for sponsors of training, work, and/or learning stations. Include:

- Station relates to student's occupational interests and goals.
- Sponsor is interested in occupational training of students.
- Station provides a variety of learning activities.
- Sponsor observes all state and federal laws relating to minors.
- Sponsor understands program and will support student's individual training plan.
- Appropriate physical and moral environment; nonhazardous.
- Adequate supervision is provided. (*Note: Not applicable to community classroom, as teacher is responsible for instruction at the learning station.*)
- Minimum wage is paid student-learner. (*Note: Not applicable to community classroom.*)

Set maximum travel distance acceptable to reach training or learning station.

Identifying Appropriate Stations

Group training, work, and learning stations, if possible, in business areas, shopping centers, malls for efficient program manageability.

Ask advisory committee members to identify appropriate training and learning stations.

Coordinate activities with other teachers in school or LEA having community/work-based programs; share information about training or learning stations. Gather information about businesses which have violated Fair Labor Standards Act.

Prepare brochure explaining program's purpose and goal, need for training or learning stations, and benefits to students, employers or sponsors, community.

Call upon businesses in selected areas of community; choose those businesses that offer a cross-section of training opportunities. Meet with owner, manager or management personnel to discuss program, leave materials.

List training opportunities available at each business on a contact card.

Offer prospective sponsors ways by which they can participate in MDE community/work-based program.

Provide information to employers on use of Targeted Jobs Tax Credit for economically disadvantaged students enrolled in a qualified (certified by the State Department of Education) cooperative vocational education course. (*Note: Applicable only to cooperative vocational education.*)

Gaining Community Support

Staff a community kiosk in shopping center or mall with program's students, brochures, posters, photos. Use a rotating, automatic projector with slides of students at their training stations. Hand-out brochures to shoppers; explain program and goals to interested persons.

Develop a service club presentation, with students, advisory committee members telling about program.

Hold an annual employer/employee or facility sponsor event such as a breakfast or banquet; recognize sponsors' contributions. Contact media about event.

Give awards, certificates of appreciation to sponsors. Send local media names of all participants, plus program description, brochure.

Encourage students to take part in community events.

Set up a DECA gift-wrapping booth in shopping center or mall for holidays.

Use name tags for all students in program to wear on the job. Tag should give student's name, school, program (i.e., Tom Jones, Student-Trainee, See High School, Retail Sales Community Classroom program).

Have window decal made (use donated funds) indicating participation of business in program.

Obtain support of local sales and marketing executives' club to award scholarship to outstanding marketing student in community/work-based program.

PROGRAM OPERATION STRATEGIES

Preparing Student for Placement

Teach unit on job application form, resume writing, interview techniques before beginning actual training or learning station placement procedures.

Ask advisory committee members to interview students in class for "real world" job interview simulation.

Use videotape to instruct students in proper interview techniques.

Review types of questions asked during interviews; discuss body language concepts, appropriate dress.

Have each student prepare a portfolio for interview use. Include resume, examples of marketing skills attained, MDE courses completed with grades, awards, honors, references, recommendations. (*Note: Not applicable to community classroom students.*)

Matching Student to Training or Learning Station

Refer to student's program application, interview notes, data from tests, questionnaires, surveys to find appropriate training station for student's interests, abilities, goals. (*Note: Community classroom students are not screened or tested before enrollment.*)

Send two or three students to each prospective employer. Students to see training station, gain interview skills, compete for position; employer to have wide selection from which to choose.

Targeted Jobs Tax Credit for Employers

(*Note: Applicable to cooperative vocational education only.*)

Contact appropriate person in LEA to learn requirements, policies, procedures for certifying economically disadvantaged status of students in qualified (certified by State Department of Education) cooperative vocational education program.

Maintain on file data which prove student eligibility. File is best maintained, protected at LEA headquarters.

Discuss with prospective employers available tax credits (Revenue Act of 1976) when providing paid training station to economically disadvantaged student enrolled in cooperative vocational education program.

For employer hiring disadvantaged student, provide IRS Form 6199, filling out Parts I through IV. Employer fills out Part V. Copies go to employer (to file with tax return), LEA, Regional Office, State Department of Education.

Student, Employer Interview

Prepare an introductory card or letter for interview. Include name of business, address, time of interview, interviewer's name; student's name, training or learning station for which interview is being held. Use lower portion as employer evaluation of interview, decision concerning interviewee. Have student return card.

Have student write, send "thank you" letter to each interviewer.

Training Agreements

(*Note: Not applicable to community classroom.*)

Develop a standard printed or mimeographed training agreement stating program policies and procedures, responsibilities of each participant--student, employer or training sponsor, parent, school (teacher-coordinator or vocational work experience education coordinator). Agreement should include:

- Names of all participants signing agreement
- Name, address, telephone of business firm where training station is located
- Hours and days student will be at training station
- Effective date of agreement

Copies of agreement are given to all participants. Keep student's copy in his/her permanent file.

Training Plan

Prepare a printed or mimeographed training plan form. Include space for:

- Student's name, address, telephone, social security number
- Course title, instructor, instructor's school telephone number
- Training site (business name), address, training or facility sponsor, sponsor's business telephone number
- Training start date, hours and days of training, starting wage (no wage for community classroom student)
- Learning activities to be accomplished, estimated hours, actual hours to accomplish each activity
- Learning objectives for each activity
- Employer or sponsor checkoff space for learning activities, skills achieved by student
(Note: The instructor is responsible for evaluating student in community classroom courses.)
- Space for designated signatures, indicating acceptance of plan

Prepare training plans to include MDE core competencies, plus specific job-related competencies.

List each competency to be achieved at the training or learning station in sequential order. Indicate related classroom instruction for each on-the-job learning activity.

Develop, list measurable learning objectives for each competency. (Note: Not required of cooperative vocational education.)

Review training plan on a periodic basis. Maintain up-to-date progress reports based upon the training plan.

At the end of the training period, have student review training plan and add needed learning activities not included on original plan. Consider for training plan of future student in that station (or a similar one).

Planning Meeting or Visitation Calls

(Note: Depending upon the instructor's method of personally meeting with the student each 10 hours of instruction, learning station meetings may or may not be applicable to community classrooms.)

Plan training or learning station visitations by geographic areas to save time, mileage expenses.

Develop visitation form. Include student's name, training or learning station, address, job title, date of visitation, observations, comments of training or facility sponsor.

Plan regular schedule for visitations.

Plan visitations/meetings for least busy times of student at the training site.

Determine at time of student placement whether drop-in is acceptable or whether visitation/meeting should be scheduled by telephone. Student to be on job.

Conducting Meetings or Visitations

(Note: See above notation regarding community classroom meetings.)

Observe the student-trainee on the job.

Consult with sponsor about student's progress; discuss methods to implement training plan.

Be alert for specific instructional materials the student can bring to class relating to training or learning station.

Summarize and maintain record of each visitation or meeting. Develop, use progress report form.

Schedule one-half hour per week per student for visitations. (Note: Not applicable for community classroom.)

Keep visits brief, task-oriented. Review training plan with student, sponsor to check student's progress. Revise, if required. Discuss apparent or reported problems, help identify cause of problem and possible solutions. Follow up on problem resolution.

Develop, use a visitation or meeting calendar for scheduling weekly, monthly visits.

Develop a three-ring binder as visitation book. Include call calendar, all student visitation records, progress reports, information on all training or learning stations.

Strive for good public relations with firm, employer and/or sponsor.

Evaluation of Student

Develop an evaluation form. Evaluate 1) proficiency in the competencies listed on student's individual training plan; 2) work traits and characteristics of student. The latter to include:

- Knowledge of required skills, competencies, and related information
- Attendance and punctuality
- Quality, volume of work produced
- Ability to follow instructions
- Attitude toward assignments

- Relationships with others
- Observance of rules, regulations, firm's policies, procedures
- Personal grooming

Use rating scale for evaluation of student progress. Discuss the use of scale with sponsor. Demonstrate.

(Note: Teacher will evaluate student in community classroom.)

Develop a classroom progress chart listing competencies to be achieved by each student; check off as competencies are gained.

Evaluate student on scheduled basis. Discuss evaluation results with student in private conference.

Place evaluation data in student's cumulate records.

(Note: Not applicable to community classroom.)

Assign grade to on-the-job training portion. *(Note: Not applicable to community classroom.)*

Developing Training Sponsor Relationship

(Note: Not applicable to community classroom.)

Meet with training sponsor (on-the-job supervisor of student) individually or in a group; explain job placement program, philosophy, policies, benefits before student begins training.

Explain procedures used to coordinate on-the-job training; emphasize sponsor's role as trainer, planner of student's job productivity, counselor, evaluator.

Develop a brief, easy-to-understand training guide concerning program, how to provide effective on-the-job structured training. Indicate sponsor's responsibilities and benefits. Put telephone number where coordinator can be reached during student's work hours.

Meet with student, sponsor to review training plan, responsibilities of student, sponsor. Structure expectations. Explain rules and regulations for on-the-job training. Review firm's policies, employee requirements. Have both persons acknowledge and agree.

Student Time Records, Absenteeism

Develop weekly timecards for each student to use to record work hours. Employer or sponsor to validate. Have student turn in timecard for previous week each Monday.

Review need for dependability, punctuality with students in unit on good work habits. Explain that chronic absenteeism from class or training station will result in loss of training station, failing grade.

Require student to contact sponsor or instructor at least one hour before scheduled work period if absence is unavoidable.

Training/Learning Station Reassignments

Reassign student immediately if employer or sponsor demands it.

Require student to stay at training or learning station for specific number of work hours or days to assure basic dissatisfaction before reassigning.

Set limits on number of reassignments a student may request (usually two).

Reassign student to new training station if employer or sponsor is violating laws concerning hours, wages, conditions of work. *(Note: Wage violations not applicable to community classroom.)*

Reassign if student is not being permitted to perform tasks, skills, and learning activities indicated on training plan; if harassment is occurring.

If an employer ignores education code provisions or does not comply with requirements, student work permits should be canceled with official notice to employer. Notify authorities immediately of education code or labor code violations. Reassign student-trainee.

(Note: Student work permits not required of community classroom students. Other aspects of strategy are applicable to community classroom.)

Nontraditional and Handicapped Student Placements in Training, Learning Stations

Provide instruction on nontraditional occupations; encourage males, females to consider nontraditional career goals, training opportunities.

Discuss nontraditional placement with employers, sponsors. Encourage acceptance of nontraditional interviewee; encourage "trying" nontraditional student-trainee placement. Offer support to student, sponsor in overcoming initial resistance of other employees, customers.

Refer firms considering a nontraditional placement to other local firms which have been successful with nontraditional student-trainees. Provide names, telephone numbers of persons to contact.

Encourage employer or facility sponsor to interview disabled and/or special-needs student, accept for training. Emphasize benefits to students, other employees.

Discuss national studies by U.S. Chamber of Commerce, National Association of Manufacturers on low absenteeism, low turnover, low safety risk factor of disabled workers.

Meet with Department of Rehabilitation personnel, disabled student's rehabilitation counselor regarding training. Discuss tasks student is eligible to perform.

Match disabled or special-needs student to training or learning station compatible with capabilities.

Help sponsor identify new jobs among existing positions; develop job description to meet needs of student and business.

Inform interviewer in advance when disabled student is being sent for interview. Emphasize abilities of student.

Consider placing severely disabled or special-needs student in school, LEA, or nonprofit agency training or learning stations.

Transportation

(Note: Transportation to community classrooms must be provided by LEA.)

Arrange school bus transportation for students to reach community classroom sites. (Note: Not applicable to cooperative vocational education or vocational work experience education.)

Locate training stations near school or on major public transit lines.

Check with each student *prior* to job placement concerning transportation.

Help students set up car pool to reach training stations. Use bulletin board in control class.

Review public transportation schedules, routes in related instruction or control class, locating each student's training station, bus route.

Consult with student, parents about transportation for after-dark work.

Check parking arrangements at each training station, inform each student with car where to park.

Arrange for transportation of handicapped students to training stations, using school bus or rides by family members, other students, car pool, adult volunteers.

Arrange for bikes for economically disadvantaged students to reach training stations. Contact local police, Goodwill Industries, Salvation Army, or St. Vincent De Paul Society.

Related Instruction

Plan systematic approach to related instruction component. Use individual training plans to identify:

- Each student's on-the-job tasks, performance needs
- Each student's on-the-job required competencies (attitudes, skills, knowledge)

Identify students' capabilities and characteristics.

Select and organize content for related group and individual instruction based upon identified tasks, performance needs, required competencies of students in program.

Write measurable instructional objectives to describe desired behaviors, levels of performance for students for each unit of instruction.

- Describe what student will do to demonstrate attainment of objective.
- Describe key conditions under which student will demonstrate attainment of objective.
- State standards of performance expected of student.

Prepare instruction in general competencies (i.e., job readiness), specific competencies (i.e., cash-register operation).

Use instructional materials such as programmed instruction booklets, single-concept films, filmstrips, audiotapes, textbooks, text workbooks for each unit of instruction. Use specific materials from training or learning stations.

Develop teaching strategies for individualized learning. Strategies should permit student to:

- be responsible for his/her own learning
- learn at individual pace
- receive immediate reinforcement upon successful completion of a learning activity
- advance to next learning activity after demonstration of achievement of competencies, skills

Use as instructional resource *California Business Education Program Guide for Marketing and Distributive Education*. (See Bibliography.)

Use Business Education Data Dissemination Systems (BEDDS) for source of free instructional materials. BEDDS materials are disseminated by VOICE. (See Bibliography.)

Evaluate efficiency of related instruction by determining *percentage* of students who reached instructional objectives.

PROGRAM MANAGEMENT STRATEGIES

Publicity and Promotion – School

Utilize daily school bulletin to announce recruiting, meetings, student achievements, program events, and accomplishments of community/work-based program.

Contact school newspaper for articles on program, unusual jobs or training stations, student achievements, awards, banquets.

Send items of program's progress, student achievements, awards, business support, service club support to LEA's public relations office for use in its publications, publicity.

Memo school principal, counseling staff about program's progress, outstanding students, awards and achievements. Memo faculty once per semester (put in mailboxes) about above accomplishments, student successes.

Use hall, campus display cases for posters, photos, recruiting information.

Present a brief program about Marketing and Distributive Education, marketing careers, community/work-based learning experiences at school assemblies, career days or career fairs, open houses, parents' night events. Use student speakers, demonstrations.

Take black-and-white photos of each student at work at training station (or have photographer from LEA public relations office take photos). Use in program brochure, school publications, LEA promotion.

Take color slides of students at training or learning stations. Use in student recruiting, school events, assemblies, and so on. Use with administration, faculty, counselors. Show to groups on a standard projector or to individuals with a single-slide desk projector (battery-operated).

Develop a 10-minute audiotape for individual students to hear for program information, highlights. Use tape, with recorder, in class study carrel; use with slides for a slide/tape presentation.

Develop flyers and brochures for school use. Place in school office, counseling offices, study center, career center, Business Education classrooms, department office.

Use dial-a-message telephone system for message on program, benefits, careers in marketing.

Use community channels (free) on local cable television to promote program with students, local firms, community.

Publicity and Promotion – Employers

Develop a quality brochure (printed) for use with local businesses. Explain MDE curriculum and community/work-based programs; emphasize general and specific marketing competencies of students.

Honor participating businesses at annual event—luncheon or banquet.

Present employers and facility sponsors with certificates of appreciation.

Ask employers, facility sponsors to serve on advisory committee, participate in curriculum development.

Send press memos to local media regarding local firms who are providing unusual training opportunities. Include information about program. Give telephone number where more information can be obtained.

Use decals in windows of participating firms that indicate involvement with community/work-based program.

Ask employers and business representatives to speak to class about marketing, business operation; to participate in interview simulations with students.

Supply articles, photos to large firms participating in program for use in their newsletters, employee bulletins. Emphasize students in training, interviews about their learning experiences.

Clip newspaper articles about new stores, expansions, new executives; write brief letter of congratulations. Include mention of program in letter. Include brochure.

Publicity and Promotion – General Community

Present program, with students and employers or facility sponsors as speakers, at civic clubs, P-TA groups. Use A-V showing students in training or learning stations.

Keep local media informed of news, feature events involving program, students, employers.

Involve students in community, charitable events.

Join community civic clubs, serve on education committee of each club.

Use free community channels of cable TV to promote program, students, obtain new training stations.

Use kiosk in shopping center for promotion purposes, staff with students to pass out brochures and explain program.

Record, promote dial-a-message about program, need for training or learning stations and availability of prepared MDE students.

Have student-trainees who serve public wear identification badge stating name, student-trainee, school, MDE community/work-based program.

Offer gift-wrapping services by DECA members during holidays. Use booth for posters, photos, brochures about program.

Ask local firms, organizations, churches, P-TAs, unions, trade associations who publish newsletters if promotional articles, information can be included regarding MDE program, students, training opportunities.

Using Community Resources

Use job resources and employment data of local office, California Employment Development Department.

Contact Small Business Administration, Department of Commerce local offices for materials, resource persons.

Ask a representative of the Equal Employment Opportunities Commission (EEOC) to speak to class about civil rights during interview process and on the job; affirmative action effects on businesses, employers, women, minorities, disabled.

Contact local unions, apprenticeship programs for speakers, materials, and to determine training opportunities.

Involve local business persons in program as speakers, evaluators, classroom guests, judges of DECA competitive events.

Meet with Department of Rehabilitation: persons concerning training or learning stations for disabled students.

Contact Department of Public Social Services, United Way, church-affiliated charitable agencies for special needs of economically disadvantaged students (i.e., clothing for work, transportation, eyeglasses, etc.).

Record-Keeping

Use a large, master file folder for each student in program. Maintain student's records, including work permit (if required), training agreement (if required), training plan, timecards, progress reports, evaluations.

Maintain a list of all work permits issued to students in programs requiring them.

Maintain a record of students, employers, scheduled employment hours and total hours of employment. (Note: Not applicable for community classroom.)

Maintain a progress chart with checkoffs of achieved competencies by each student. A strategy best used in community classrooms.

Maintain followup reports on students leaving or completing program.

Keep copies of weekly visitation or meeting calendars.

Record names, affiliations of advisory committee with minutes of meetings.

Keep copies of mileage logs and claims.

Keep copies of supply invoices.

Annual reports to the State Department of Education are required. These include:

- *Student Enrollment Report.* Enrollment by sex, grade level, ethnicity, occupational codes, titles.
- *Followup Report.* Summary of student completers and their current occupational status.

Store records in a locked, steel file cabinet.

Set aside a scheduled period each week for record-keeping.

Train program aide to maintain records.

Compliance With Federal, State Laws and Regulations

Refer to Compliance Basics section in this publication for excerpts of relevance concerning *California Administrative Code, Title 5*; state and federal laws, regulations covering hours, wages, work conditions for minors; general guidelines taken from *California Education Code*.

Refer to introduction of Compliance Basics section for additional references, resources.

Refer to *Work Permit Handbook for California Public Schools* for complete information on work permits for students under 18 years of age. (Note: Not applicable to community classroom.)

Consult LEA Vocational Education Coordinator for specific information on student employment laws, rules, and regulations. (Note: Not applicable to community classroom.)

Consult other teachers, teacher-coordinators, or WEE coordinators of community/work-based programs in LEA or county for information.

Budgeting

Obtain departmental, VEA federal funding data at beginning of school year. Plan budget.

Assess possible funds and donations available through local civic groups for awards, scholarships, conferences, special events.

Time Management

Schedule classroom time, student conferences, visitations to training or learning stations, record-keeping.

Plan one-half hour per week per student for visitations to training stations. (*Note: Not applicable for community classroom.*)

Maintain time records for one month to observe patterns of time use. Revise personal management of time if required.

Release Time or Extended Contract

Plan two hours of release time per day (10 hours per week for 20 students). (*Note: Not applicable for community classroom.*)

Determine number of hours of fieldwork covered in LEA's extended contracts. (*Note: Not applicable for community classroom.*)

If a DECA advisor, contact State Advisor, LEA Vocational Education Coordinator, or school site administrator for available release time funds to attend chapter conferences, events, activities.

Keep the school faculty informed about the purpose and use of release time. (*Note: Not applicable for community classroom.*)

Supervising Aides

Review program goals, objectives, basic operation with aides.

Assign aides to tasks such as record-keeping, taking attendance, collecting weekly timecards of students, handling and disseminating promotion materials, processing reports.

Have aides keep weekly timecards covering their hours of work.

Take aide(s) once each semester on visitation to training or learning stations so that community/work-based program gains meaning, understanding.

Travel Reimbursement

(*Note: Not applicable for community classroom.*)

When personal car is used for visitations, determine if reimbursement is a flat rate or based upon miles driven times LEA's mileage allowance.

Use LEA-provided mileage log to record mileage, speedometer readings, purpose of travel.

Keep photocopy records of all mileage claims, logs filed.

Home, Parent Contact

Include parent's name, address, telephone number in each student's file.

Call parent(s) if student is having classroom or training problems. Discuss; suggest conference. Be positive in statements, make constructive suggestions. Keep student's best interests in mind.

Contact parent(s) personally or by letter (one week in advance) if student is to take part in out-of-town activities.

Send covering letter home with training agreement requiring parent signature, explaining program and training on the job. Include program brochure. (*Note: Training agreement not required for community classroom.*)

Invite parent(s) to Parents Night or Back-to-School Night, underscoring visit to MDE classroom. Display photos; have ongoing slide projector program taking place; provide handout materials, brochures.

Ask parents to volunteer time to program.

Followup of Graduates

Send out letter-questionnaires at beginning of year to graduates of previous year. Ask for current occupation, relevance of MDE courses, relevance of community/work-related program to current occupation. Enclose self-addressed, stamped envelope.

Contact LEA to see if followup is conducted by vocational education personnel. Determine what teacher, teacher-coordinator, or work experience coordinator involvement is necessary.

Send each student graduate photocopy of his/her past training plan, ask student to evaluate plan in relation to current occupation. Ask for ideas, additions.

Have current enrolled students conduct random sample telephone survey of former students, calling during evenings.

Set up DECA alumni group.

Program LEA computer to each former student's birth date; get monthly printout. Send each student a birthday card, brief questionnaire about present occupation. Include self-addressed, stamped envelope.

Have reunion meetings for graduates.

Invite graduates to speak in class to present students, share occupational experiences.

Distribute a "round-robin" letter, sending it to one student, with instructions to add one paragraph on current occupation, send to next former student on attached list. Last student on list to send back to teacher, teacher-coordinator, or WEE coordinator.

Send personal note of encouragement, support to each student observed in local full-time employment position. Ask what kind of additional support he/she needs from local education agency.

Evaluating Overall Program Effectiveness

Conduct program evaluation by reviewing short-term, intermediate and long-term goals, plus objectives for year. Quantify program elements—number of students, number of training/learning stations, number of firms participating, and number of placements. Compare with past years. Review schedules, calendar, minutes of advisory committee meetings. Review student progress reports and evaluations.

Base evaluation on *percentage* of students who met stated measurable objectives of program.

Have students evaluate classroom instruction, related activities, and training at end of semester. Use an evaluation form.

Ask program's participating businesses to evaluate coordinating activities.

Build program evaluation into graduates' followup forms and activities.

Assign class to program evaluation tasks, forming teams to study and report on each program element. Develop evaluation on basis of group dynamics (rather than individual assessment). Have each team report to class as final activity of evaluation.

Professional Development of Teacher-Coordinator

Attend LEA, regional, and state MDE in-service activities, workshops, and conferences.

Subscribe to state newsletters relevant to MDE and community/work-based learning.

Attend marketing industry-sponsored workshops, conferences, and conventions.

Subscribe to professional journals.

Join state, national professional associations.

Section 4

Programs in Action

This section contains working examples of five Marketing and Distributive Education community/work-based programs. Included are two MDE cooperative vocational education courses—one set in a comprehensive high school and the other as part of an ROC/P; one MDE vocational work experience course; and two MDE community classrooms offered by ROC/Ps.

Each example demonstrates not only day-to-day operations but methodologies adapted to different communities, educational settings, and student populations.

Central County (Orange) ROC/P

COMMUNITY CLASSROOM

Pamela Skawin knows—really *knows*—the merchandising industry.

A former corporate fashion consultant to many of the state's leading department store chains and women's specialty shops, she combines that professional expertise with teaching to help students learn, as she says, "not merely how to find and survive on a job, but how to earn a living. There is a difference, you know."

Mrs. Skawin is the guiding force behind a group of innovative marketing courses offered by Central County Regional Occupational Program (CCROP). The educational agency serves 16 comprehensive high schools and three continuation high schools (plus adult learners) of the Santa Ana, Garden Grove, and Orange Unified School Districts. The districts are located in central Orange County.

Mrs. Skawin facilitates Marketing and Distributive Education courses in Retail Merchandising, Fashion Merchandising, Merchandising/Specialty Retailing, Interior Decorating and Design, Cashiering/Checking, and Hardware Merchandising. She also serves as a teacher of community classroom courses and a teacher-coordinator of cooperative vocational education courses in Retail Merchandising, Fashion Merchandising, and Interior Decorating and Design.

Approximately 300 training and learning stations are available to CCROP's marketing students. Students enrolling in Retail Merchandising, a general marketing course, have training/learning stations in large retail stores such as May Company, Bullock's, J.C. Penney, and Sears; the stations are mostly grouped in the Orange Mall, Fashion Square, and The City shopping centers. Fashion Merchandising and Merchandising/Specialty Retailing students have

stations in specialty shops throughout the major shopping centers and commercial sections of the area. Cashiering/Checker students learn on the job in markets and Hardware Merchandising enrollees have stations in home improvement chains and independent hardware stores. Interior Decorating and Design students are found in paint and wall-paper stores, floor coverings and carpet stores, fabric and drapery stores, and interior design shops.

A student enrolling in Retail Merchandising, which is taught and coordinated by Mrs. Skawin, begins in a community classroom format with 10 hours of weekly classroom instruction—core units in job readiness, customer relations, selling skills, advertising and display methods, cash register operation, and merchandising systems. When the student completes the group and individualized, self-pacing units of study, he/she advances into a nonpaid, on-site learning station. The student spends four hours a week in the classroom and six hours a week at the learning station. Students are rotated in a variety of learning activities to fulfill their individual training plans and are rotated to three different store settings—an unusual methodology for community classroom marketing programs and an effective one. A second unusual methodology involves the number of meetings Mrs. Skawin has with each student-trainee.

MDE instructor Pamela Skawin and students practice on terminals, May Company training room.





Students of CCROP Retail Merchandising class restock shelves at May Company learning station.

Regulations call for a personal meeting each 10 hours of instruction; Mrs. Skawin meets with every student every day, prepared to help the student resolve questions or problems and to be a "supportive presence" for both the student and the sponsor.

When a student becomes proficient in every learning activity of his or her individual training plan, the student is "rolled over" into a cooperative vocational education course and into a paid training station. Co-op students attend control class three hours a week and work 12 hours a week. They can list three training station choices when they enter the cooperative format and can expect to work in one of them. "Students know which store image they fit," Mrs. Skawin explains. "Some students aim toward high-fashion retailing and others want to be in a store where it's okay to wear jeans." Correct placement is important to the student's success, Mrs. Skawin believes.

If Pam Skawin has a personal crusade, it is to encourage students to *specialize* in their merchandising careers.

"We go to the industry and ask, 'What is it that you want in an employee?'" she says. "They always say that they want an employee who is specialized. So we have rewritten most of our merchandising curriculums to fit industry's needs. This may not be an effective approach in other areas of California, but in Orange County—with so many stores and so much demand for employees—we can offer 'specialist' training to our students and place them immediately."

Specialization means distinct instruction in a particular market of interest to the student. An Interior Decorating and Design student, for example, is taught not only the retail merchandising core curriculum, but studies color

coordination, textiles, furniture styles, and product materials and construction in a two-semester program. "There are many well-paying jobs in this field," Mrs. Skawin says, "jobs that pay five to seven dollars an hour and offer upward mobility."

Pam Skawin: "Employers will pay top dollars for a skilled employee with a merchandising specialty. A person can live on the income they offer and move up in the firm. That's the difference between finding a job and earning a living. Our role, I am convinced, is to provide students with basic skills in merchandising, followed by specialized skills that make them valuable, respected employees."

*Millikan High School
Long Beach Unified School District*

HIGH SCHOOL COOPERATIVE

When Marketing and Distributive Education teacher-coordinator Elmer Stringfellow prepares an individual training plan for a student enrolled in MDE cooperative vocational education, it is a concise example of how classroom instruction integrates with on-the-job training.

The training plan's left-hand column reflects the training station's task analysis, listing each learning activity in sequential order. The right-hand column lists the classroom instruction or activities coordinated to specific job activities. Each activity in each column is assigned an estimated number of hours to accomplish the task. The plan is clear,

Instructor Elmer Stringfellow visits MDE co-op student at health store training station.





Queen Mary is training station for Millikan High School MDE cooperative student.

direct, and relevant; both students and training sponsors say it is an effective plan method.

Thirty students are enrolled in the course at Millikan High School, Long Beach Unified School District. They attend a one-hour control class five days a week and they work from 20 to 30 hours weekly. Ten units of credit are awarded per semester for successful completion of the course—five for classroom work and five for employment. The MDE cooperative course is two semesters in length.

Stringfellow has organized coordination activities through the use of several forms. He uses an employer contact card that includes vital information about the training station and the names and dates of all students referred. When a student goes on a job interview, he/she presents a letter of introduction to the prospective employer. The bottom portion of the letter (to be returned by the student) is an evaluation of the student and the interview. The employer is asked to rank the student for verbal expression, attitude, poise, and appearance. It asks whether the student will be employed and, if not, to give the reason for the turndown.

If a student is hired for a paid job, a training agreement must be signed by the student, training sponsor-employer, and school stating each party's responsibilities. The student's parent or guardian also signs the agreement.

After an individual training plan has been designed by Stringfellow for the student and employer to follow, the student is required to turn in weekly timecards which are transferred onto a master monthly time record form. Stringfellow has the employer verify the monthly record form when he visits the student and employer at the training site. Forms for progress reports and final evaluation are also used by Stringfellow when interacting with employers, but he does the paperwork.

"I believe in keeping the program from intruding on the employer's time and energy," Stringfellow says. "I try to do most of the form handling and keep paperwork to a minimum for the employer."

The curriculum of the MDE cooperative vocational education course emphasizes job readiness, effective work

habits and attitudes, basic merchandising skills, cash register operation, advertising, display, promotion, and communications. Stringfellow individualizes classroom instruction and activities to correlate to each student's training plan and current experience on the job.

The teacher-coordinator rigorously drills his students in the use of a sophisticated programmable cash register terminal, and he has written a programmed instruction book for his students to use on the eight classroom machines.

"I want my students to master these machines because it makes them job competitive," Stringfellow explains. "We compete for part-time paid employment with nearby California State University at Long Beach. The average merchant prefers a college student to a high school student. Knowing how to operate high-technology equipment such as these terminals is a decided 'plus' that my students bring to the job interview. It's a skill that is marketable and that's what we're about!"

Mission Bay High School San Diego City Schools

ROC/P COOPERATIVE

Specialized marketing courses are offered by San Diego City Schools at its Center for Marketing, Graphics, and Management.

The Center offers both comprehensive high school and ROP marketing courses at Mission Bay High School, a magnet school of the District's voluntary integration plan. The opportunity to study marketing in-depth attracts high school and adult students from throughout the city to the well-equipped, on-campus facilities.

The marketing courses of the Center are Marketing (four semesters), Fashion and Retail Merchandising (ROP, two semesters), Cooperative Distributive Education (ROP, two semesters), Small Business Management (ROP, two semesters), and Psychology for Business (one semester).

Teacher-coordinator Pamela McKinney began the Cooperative Distributive Education course—an advanced marketing course—two years ago. She was determined to find relevant, high-quality training stations for each enrollee; she set out to find 10 such training stations for 10 students. "To my surprise, I found 20 training stations in two weeks," she explains.

Today, students who indicate a vocational interest in marketing and distribution to counselors, to teachers of other business education or marketing courses, or on the Career Planning Inventory (administered district-wide to students in grades 8, 10, and 12) are sent personalized invitations by Mrs. McKinney to "come in, talk, and explore"

the MDE cooperative vocational education course as a means of actively pursuing their vocational interests and goals. Needless to say, the course is filled to capacity each semester with 20 students.

The identified competencies of MDE are taught to the class as a group, with correlated individualized instruction for each student based upon his or her career interests, on-the-job experiences, and individualized training plan. Students attend the control class five hours weekly and work 20 to 30 hours per week.

The course and its students are successful for a number of reasons. Mrs. McKinney, a former co-owner of a women's apparel shop, has a solid knowledge of small business operations (she also developed the Small Business Management course), employment needs, and the local business community. These are invaluable assets. In addition, she keeps the course curriculum flexible enough to adapt to each new group of students, new marketing trends, the economy, advisory committee and employer input, and course and training station evaluations by students.

An example of how students contribute to the curriculum recently occurred when they expressed a need for instruction in first-line supervision. "As they advanced from their entry-level jobs, many students found themselves in charge of new part-time employees. They recognized their lack of knowledge in this area and asked that a unit be added on basic methods of supervision," Mrs. McKinney reports. When students evaluate their training stations at the end of the semester, they also suggest new learning activities for future training plans.

The key to the program's support and educational richness is found in the enthusiasm it generates among students and employers. Marketing is seen as an all-important link

between producer and consumer in making the economy work. To be engaged in marketing is to have a significant role in that linkage, according to the students. The concept of classroom-marketplace cooperation—of being part of an educational process—is attractive to employers.

When Mrs. McKinney enlists an employer into her program, she sets up guidelines for interaction: "I ask that he or she join our Center's Advisory Committee and serve on the subcommittee for Cooperative Distributive Education. I explain that, as a member of the committee, the employer reviews and advises on our curriculum and other learning activities. I ask him or her to speak to our classes. I ask for copies of the firm's product information booklets, forms, personnel and training manuals for use in class. I ask employers to serve as judges for DECA activities. I want their participation at an education level. Almost without exception, they respond with enthusiasm and total support."

Why does teacher-coordinator McKinney set guidelines for employers? She reports that "involvement in the process of educating students in vocational skills and work attitudes leads employers to a deeper commitment to student workers and to Cooperative Distributive Education. We have never had an employer drop out of our program."

*Armijo High School
Fairfield-Suisun Unified School District*

**VOCATIONAL WORK
EXPERIENCE EDUCATION**

When the Solano Mall opened in Fairfield in September 1981, Distributive Education teacher Dan Gutowski regarded it as a vital extension of his classroom—as a "teaching lab" for the students of Armijo High School's four retail merchandising courses. He called upon every merchant in the massive shopping center, explaining his school's Marketing and Distribution program and promoting his students' preparation in marketing, retail merchandising, and management.

At the present time, about 25 students have paid work stations in the retail stores of the Mall, working from 15 to 25 hours per week as part of a marketing and distribution vocational work experience education program. They are expected to work a minimum of five hours per week, or 90 hours per semester, and can earn five units of credit per semester. Vocational work experience is a graduation requirement for all students majoring in Marketing and Distribution.

As is required of all vocational work experience education placements, a training agreement that has been adopted by the Fairfield-Suisun Unified School District is signed by the student, employer, school representative, and student's

Instructor Pamela McKinney with MDE co-op student and manager of Fashion Conspiracy.



parent that specifically describes the responsibilities of each party. Training must be consistent with the student's stated career goal. Each student must maintain and submit a weekly timecard that is verified by his or her employer. On-the-job observation visits are made periodically by the work experience education coordinator to review the training progress of the student and to get a progress report from the employer. As the semester ends, an evaluation is made, in consultation with the employer, of the student's work habits, attitudes, and overall progress. A grade and credit are awarded for work successfully accomplished.

In the classroom, Gutowski teaches a core curriculum of marketing and distribution competencies, relating the instruction to the work experiences of the students.

Employers in the Mall and throughout the Fairfield region (Fairfield is a small city between San Francisco and Sacramento that serves the local agricultural area and nearby Travis Air Force Base) receive a brochure concerning the MDE program and its prepared students, encouraging them to employ vocational WEE students in paid, part-time jobs. At the end of the school year, a banquet is held for participating employers and certificates of recognition are awarded.

The Armijo High School student store is considered by teacher Gutowski to be another type of practical work experience for his students. Students in the second semester of Intermediate Retailing work in the store as salesclerks,

Armijo High School MDE vocational work experience education student and customer, J.C. Penney Co.



Instructor Dan Gutowski and student check cash, Armijo High School student store.

while the Advanced Retailing students perform the more technical skills of ordering, inventory control, record-keeping, scheduling, bookkeeping, advertising, display, and promotion. The store is managed by the students. Jobs are rotated among the students, except the manager and assistant manager positions, which are a semester in length.

Store profits are used for DECA activities. After the store was relocated last year and its line of merchandise enlarged, it grossed \$16,000. It is expected to double that figure this year.

In reflecting on the value of MDE vocational work experience education, Gutowski says: "The majority of students attending Armijo High School move into employment upon graduation. Marketing and Distribution as a major, plus part-time paid employment in the area of a student's vocational interest, really gives the student a competitive advantage when he or she is entering the work world. The job market is tight around here. A student graduating from this program has some specific skills, such as cash register operation, tested work habits, employment records, even employer recommendations. They have personal competence. They're prepared to make it out there in the real world!"

Stanislaus-Tuolumne-Mono ROC/P

COMMUNITY CLASSROOM

Ninety businesses in Modesto are giving all-out support to a winning community/work-based program and its students.

An outstanding Marketing and Distributive Education program, Retail Sales/Merchandising includes three courses: community classroom, cooperative, and advanced cooperative vocational education. It is an educational offering of the Stanislaus-Tuolumne-Mono Regional Occupational Program and it is based at two Modesto shopping centers, Vintage Faire Mall and McHenry Village.

A high-energy, totally dedicated husband-and-wife teaching team instructs the classes and coordinates the training stations. "We have every major business in Modesto in our program, except one," Rick Herrmann reports. Debbie Herrmann quickly adds, "And we're working on that one." The results of this unique tandem approach are 155 training and learning stations, responsive students, and dedicated store managers who train and employ students, serve on the program's advisory committee, judge DECA activities, and help shape the program's direction and growth.

An open-entry/open-exit program with no screening of applicants, 120 students are enrolled in the community classroom course of Retail Sales/Merchandising. They initially spend 10 hours each week for six to eight weeks in classroom instruction learning basic sales and merchandising techniques, cash-register operation, and job readiness skills. At the end of this period, about one-fourth of the students are moved into the cooperative vocational education course and are placed in part-time paid training stations where they work up to six hours on a weekday (eight hours on a weekend).

The remaining students continue in community classrooms for 10 hours a week, spending two hours a week in class and four hours a day, two days a week, at their learning stations. The community classroom is offered at two locations, both mornings and afternoons to fit students'

Instructor Rick Herrmann with related instruction class, Stanislaus-Tuolumne-Mono ROC/P.



work schedules. Each student chooses the retail sales area in which he or she is occupationally interested; in addition, the student can select the specific store in which to train. The Herrmanns are convinced that the key to an effective, lasting placement is the match of student to store. The student, they say, must feel at ease with the store's clientele and its image.



Modesto Montgomery Ward Sales Manager Sharon Branham and retail sales/merchandising student.

A community classroom Retail Sales/Merchandising student receives 10 to 15 units of credit per semester. The student exits community classroom and enters full employment or cooperative Retail Sales/Merchandising when the Herrmanns determine that the student is proficient in all learning activities listed on the student's training plan. "By the end of the semester, 90 percent of the community classroom students are ready for paid training stations," according to Debbie Herrmann.

It is emphasized throughout each course that the student does not "own" a job; rather, it is a training or learning station that belongs to the program and it serves as an instructional methodology.

Rick Herrmann explains that a community classroom student must not be held back when he or she is ready to move into paid employment by exhibiting job skills proficiency and positive work attitudes. The paid training station is the motivating factor in the student's progress. The community classroom concept is self-pacing and it is especially helpful for students who lack past work experience, job skills, or self-confidence. It provides these students with basic marketing know-how and entry-level competencies. It exposes them to the world of work in a measured, supportive way.

Each community classroom student is visited on-site weekly and the data are recorded on a visitation card. Weekly timecards are kept by students (verified by their sponsors) and turned in for record-keeping purposes. The Herrmanns meet on a scheduled basis with each sponsor in

the program to review the training plans and evaluate the overall progress of their student trainees. The entire program is conducted on a one-to-one basis; the two teacher-coordinators know every front-office executive and department manager of every major store in the city. They are highly visible in their efforts, constantly "selling" their students' abilities and knowledge.

Each store's participation is distinct. Some stores have only community classroom students in nonpaid learning stations; other stores have both nonpaid learning stations and paid training stations.

"One major department store will employ only cooperative Retail Sales/Merchandising students who are involved in DECA," Rick Herrmann says. "Each student's training plan reflects DECA's competencies. The store's management wants to develop these students by offering them special training, use of corporate resources, and marketing research opportunities. What this store gets in return are employees who are committed to retail merchandising and to the firm. Perhaps down the road, executives. That's enlightened management understanding the full potential of Marketing and Distributive Education."

Section 5

Compliance Basics

The laws and regulations surrounding the student worker under 18 years of age have as their common purpose the protection of the young worker from exploitation and hazardous conditions.

Teachers who are involved in community/work-based programs must be certain that their placement of students is in compliance with local, state, and federal labor legislation as well as with Title 5, *California State Administrative Code*, regulations.

The following information and excerpts of laws and regulations are intended for use as a quick reference when placing students under 18 in MDE community/work-based programs. Keep in mind, however, that for almost every general statement, there are exceptions.

A complete presentation of the laws and regulations relating to student employment can be found in the California State Department of Education's two booklets, *Laws and Regulations Governing Work Experience Education*, and *Work Experience Education: A Handbook for California Secondary Schools*.

The laws and regulations governing the issuance and use of work permits are not covered in this publication because they are very detailed and specific. For complete information, use the *Work Permit Handbook for California Public Schools*.

Teacher qualifications for instructing and coordinating community/work-based programs can be found in *The California Five-Year State Plan for Vocational Education: A Planning Process*, Volume 3, Section E.

Other basic references for the teacher responsible for a community/work-based program are:

- *The Work Experience Education Instructional Guide*.
- The Federal Fair Labor Standards Act, U.S. Department of Labor, Bulletin 101, "Child Labor Requirements."

California employers must comply with the state's Minimum Wage Orders. Employers who are engaged in producing goods for interstate or foreign commerce, those who work with goods that have been moved in or produced for commerce, and other employers designated in the Fair Labor Standards Act, 1977 Amendments, must comply with the federal regulations in regard to any employee who might be covered by both laws.

As a teacher involved in job placement and community/work-based programs, you need to know that if there is *not* agreement between state and federal regulations, the higher or more restrictive regulations must be followed.

This section includes the following:

- Legal definitions and program descriptions of vocational work experience, community classrooms, and cooperative vocational education. These are excerpted from the *California State Administrative Code*, Title 5, Education.
- State and federal laws and regulations concerning hours, wages, and conditions of work for minors. Excerpts are from the California Industrial Welfare Commission Orders, California Labor Code, and the Federal Fair Labor Standards Act.
- General guidelines excerpted from the *California Education Code* and miscellaneous state codes relating to the minor worker.

Excerpts

CALIFORNIA STATE ADMINISTRATIVE CODE, TITLE 5

for

VOCATIONAL WORK EXPERIENCE EDUCATION
COMMUNITY CLASSROOMS
COOPERATIVE VOCATIONAL EDUCATION

VOCATIONAL WORK EXPERIENCE EDUCATION

(from Division 10, Chapter 1, Article 5)

DEFINITIONS

Definitions. For the purpose of this article:

Section 10070

- (a) "Job" means the paid or nonpaid employment experiences received by pupils.
- (b) "Work Station" means the business establishment where a pupil acquires paid or nonpaid employment experiences.

TYPES
10071

Types of Work Experience Education. Work Experience Education consists of one or more of the following types:

- (a) N/A.
- (b) N/A.
- (c) *Vocational Work Experience Education.* Vocational Work Experience Education has as its purpose the extension of vocational learning opportunities for the pupil through part-time paid employment in the occupation for which his course in school is preparing him.

APPROVED
DISTRICT
PLAN
10072

Approved Plan Required. Any type of Work Experience Education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 5985 through 5992, shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. Among other things, the plan submitted shall contain:

- (a) A statement of the type or types of Work Experience Education the district will provide.
- (b) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.
- (c) A specific description of the respective responsibilities of the school, the pupil, the employer, and other cooperating agencies in the operation of each type of Work Experience Education to be offered.
- (d) A statement of the manner in which the district with respect to each type specified, pursuant to (a), will:
 - (1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in Work Experience Education.
 - (2) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.
 - (3) Make certain that work done by pupils is of a useful educational nature.
 - (4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.
 - (5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.
 - (6) Provide necessary clerical and instructional services.

CREDIT GRANTED
10073

School Credit. The district shall grant to a pupil for the satisfactory completion of Work Experience Education the credit toward graduation specified in Section 1635.

*References to work experience education other than *Vocational Work Experience Education* will be deleted from Title 5 excerpts presented in this publication.

**PUPIL
QUALIFICATIONS
10074**

Pupil Qualification. In order to qualify for participation in Work Experience Education, a pupil shall:

- (a) Be at least 16 years of age, except:
 - (1) A pupil enrolled in Exploratory Work Experience Education.
 - (2) A pupil with exceptional needs, as determined by the principal.
- (b) Be a full-time pupil. For the purposes of this section, a full-time pupil means one of the following:
 - (1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the school in which he is enrolled.
 - (2) A pupil enrolled in four or more subjects, including Work Experience Education as one of such subjects.
 - (3) A pupil enrolled in a summer school approved pursuant to regulations of the State Board.
 - (4) A pupil enrolled in less than four subjects, other than Work Experience Education, in the last semester or quarter of the 12th grade pursuant to the provisions of Section 11056 or 11057 of the Education Code.
- (c) Have parental or guardian approval.
- (d) Have the approval of the school guidance service to enroll in the Work Experience Education chosen.
- (e) Have a vocational or educational goal to which the Work Experience Education chosen will, in the opinion of the district, contribute.

**SUPERVISION
OF ENROLLEES
10075**

Supervision. In carrying out its plan for Work Experience Education, the district shall, in addition to meeting the requirements of Section 10072, provide sufficient services for initiating and maintaining work stations for coordinating the program and for supervising the pupils, including but not being limited to:

- (a) On-the-job observation of the pupil.
- (b) Consultation with the employer.
- (c) Written evaluation of the pupil's progress.
- (d) Consultation with the pupil.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the joint apprenticeship committee in order to avoid duplication of supervisory services.

**REQUIRED
RECORDS
10076**

Records. The district shall maintain records which shall include:

- (a) A record of the type of Work Experience Education in which each pupil is enrolled, where he is employed, and the type of job held.
- (b) A record of work permit issued if applicable.
- (c) The employer's report of pupil attendance and performance on the job.
- (d) The report by district personnel of observations of pupils at work stations.
- (e) The report by district personnel of consultations with employers.
- (f) The rating of each pupil, including grade, by district personnel.

**SELECTING
WORK STATIONS
10077**

Selection of Work Stations. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

- (a) The employer is in sympathy with the educational objective of providing Work Experience for the pupil.
- (b) The employer knows of the intent and purpose of the type of Work Experience Education in which the pupil is enrolled.
- (c) The work station offers a reasonable probability of continuous employment for the pupil during the period for which he is enrolled in Work Experience Education.
- (d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
- (e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil.
- (f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.
- (g) The employer, as required by law, will provide adequate compensation insurance whenever the pupil is being paid a cash salary or wage.
- (h) The employer will maintain accurate records of the pupil's attendance.

COMMUNITY CLASSROOMS (Article 6)

DEFINITION 10090

Definition. A community classroom is a site or a series of physical locations in which occupational training programs are conducted. A community classroom has as its general purpose the expansion of occupational training opportunities by utilizing existing sites and facilities other than those of the public schools.

COMMUNITY CLASSROOMS 10091

Programs Conducted in Community Classrooms.

- (a) The instruction of students enrolled in an occupational training program conducted in a community classroom shall be under the immediate supervision and control of an instructor who is an employee of the public school agency and who holds a valid California teaching credential authorizing the subject to be taught. The term "immediate supervision and control" means direct supervision in terms of an absence of any intermediary between the certificated instructor and the student and does not refer to physical immediacy.
- *(b) The number of students enrolled per hour, per certificated instructor, shall not exceed 30, except that enrollment may be increased to a maximum of 60 by the assignment to the certificated instructor of a qualified teacher's aide employed by the public school agency or a volunteer instructor who is employed by the management of the community classroom facility.
- (c) At least once during every 10 hours of training, the certificated instructor shall personally meet with each student, such meeting to include, but not be limited to, the giving of instruction, counseling and evaluation of the student's progress.
- (d) The certificated instructor shall, for each occupational training program for which a community classroom is used, develop and maintain a training plan including specific performance objectives and expected duration of training for each objective.
- (e) A written agreement shall be entered into between the public school agency and the management of the community classroom facility to assure that the use of the facility and services to be provided fulfill the training plan.
- (f) Upon determination by the certificated instructor that the student has achieved a performance objective, that student shall be assigned to other training objectives within the course in which he is enrolled.
- (g) A student who accomplishes a performance objective shall not continue those tasks encompassed by that performance objective without pay.
- (h) No student may replace an employee of the community classroom management or cause his hours to be reduced, nor shall the student's training activities preclude the hiring of additional employees.
- (i) Training programs in a community classroom shall include group and individualized related instruction.
- (j) The certificated instructor in a community classroom shall be responsible for maintaining records of each student's progress in relationship to the predetermined performance objectives.
- (k) Where the occupational training program includes students who are also enrolled in a vocational education program operated pursuant to the California State Plan for Vocational Education, the certificated instructor's qualifications, areas of occupation and curriculum shall meet the standards of the State Plan.
- (l) The public school agency under whose supervision training is provided in locations that are not owned, leased, or rented by the public school agency shall be considered the employer under Division 4 (commencing with Section 3201) of the Labor Code of students receiving such training, unless such students are being paid a cash wage or salary by the community classroom facility management or the management elects to provide workmen's compensation insurance.

*Section 10091(b) does not conform to California Education Code Section 45342 and is an unresolved "issue" at the time of publication.

COOPERATIVE VOCATIONAL EDUCATION (Article 7)

SCOPE 10100

Scope. This article applies to cooperative vocational education programs. Each responsible local educational agency (LEA) shall comply with the regulations contained in this article.

PROGRAM STANDARDS FOR ON-THE-JOB ASPECTS 10101

Program Standards.

- (a) Cooperative vocational education programs shall comply with the procedures and standards contained in the California State Plan for Vocational Education.
- (b) In addition, the on-the-job training element of the program shall be:
 - (1) Paid and regularly scheduled.
 - (2) In a specific occupational field which is not generally considered to be professional or requiring a baccalaureate or higher degree.
- (c) The related vocational instruction shall be correlated to the on-the-job learning experience of the students and shall be organized to ensure that each student will have sufficient number of hours of training to accomplish the objectives of the plan of training.
- (d) The LEA shall submit an annual evaluation to the State Board of Education in compliance with Section 1.5 of the State Plan.
- (e) The LEA shall conduct public relations activities to secure and maintain student and community support for the program.
- (f) The LEA shall require periodic training station coordination calls to ensure that student training agreement and plan of training provisions are being met.
- (g) The LEA shall ensure employer compliance with federal and state labor laws.

ADVISORY COMMITTEE 10102

Advisory Committee. The LEA shall designate an advisory committee composed of employers, training sponsors, and other individuals having substantive knowledge of cooperative vocational education for the purpose of offering advice and counsel to the LEA regarding the operation of a cooperative vocational education program. Teacher-coordinators shall serve as ex officio members of the committee.

CREDIT FOR COOPERATIVE VOCATIONAL PROGRAM 10103

School Credit. The local educational agency shall grant credit to a student-learner for the satisfactory completion of cooperative vocational education programs. The credit shall be based on a combination of formal vocational classroom instruction and on-the-job training with the number of semester periods of credit to be determined by the LEA.

STUDENT QUALIFICATIONS FOR PROGRAM 10104

Student Qualifications. In order to qualify for participation in Cooperative Vocational Education, a student shall:

- (a) Be at least 16 years of age.
- (b) Be a full-time student. For the purpose of this section, a full-time student means one of the following:
 - (1) A student who is required to attend school pursuant to Chapter 7 (commencing with Section 12551) of Division 9 of the Education Code.
 - (2) A student enrolled in a regional occupational center or regional occupational program pursuant to Chapter 14 (commencing with Section 7450) of Division 6 of the Education Code.
- (c) Obtain parental or guardian approval if less than 18 years of age.
- (d) Obtain teacher-coordinator approval.

TEACHER- COORDINATOR RESPONSIBILITIES 10105

Teacher-Coordinator Responsibilities. The teacher-coordinator shall be responsible for providing formal vocational classroom instruction and the following coordination activities:

- (a) Assist students in career planning and counsel students about entering the cooperative vocational education program.
- (b) Select students to participate in the program in cooperation with other local educational agency personnel.
- (c) Locate and select training stations to provide students on-the-job learning experiences.

- (d) Place students in training stations commensurate with their abilities and interests.
- (e) Assist the training sponsor in planning learning activities and evaluating student progress.
- (f) Assist in students' educational and full-time employment placement.
- (g) Conduct periodic training station coordination calls to ensure that student training agreement and plan of training provisions are being met, ensure employer compliance with federal state labor laws, and assist the training sponsor in planning learning activities and evaluating student progress.

**RECORDS
10106**

Records. The local educational agency shall prepare and keep on file the following records:

- (a) List of work permits issued.
- (b) Individual student training agreements and plans of training.
- (c) Student educational and employment followup reports.
- (d) Student visitation reports.
- (e) Student on-the-job training progress reports.
- (f) List of advisory committee members and minutes of meetings.
- (g) List of students enrolled in the cooperative vocational education program, including the names of the firms that served as training stations for the students, the duration of time the students were employed, and total number of hours the students were employed.
- (h) Required fiscal and statistical reports.

**TRAINING
STATIONS
10107**

Training Stations. The following criteria shall be used to select and approve a training station. The employer shall:

- (a) Have a clear understanding of program objectives and a willingness to participate in the program.
- (b) Provide immediate student supervision and instruction to the student.
- (c) Cooperate in evaluating the student's on-the-job achievement.
- (d) Participate with the teacher-coordinator, the student, and parents in preparing a written training agreement and plan of training.
- (e) Provide a sufficient number of hours of regularly scheduled paid, part-time employment to accomplish the goals of the program and the objectives of the student.

Excerpts

CALIFORNIA INDUSTRIAL WELFARE COMMISSION ORDERS, CALIFORNIA LABOR CODE,
AND FEDERAL FAIR LABOR STANDARDS ACT

HOURS, WAGES, AND WORKING CONDITIONS FOR MINORS

STATE OF CALIFORNIA

1. *Working Hours of Minors*

- (A) A minor under eighteen (18) years of age and over fourteen (14) years, having completed the equivalent of the seventh grade, may work outside school hours for a period of time not to exceed four hours in any day in which the minor is required by law to attend school. However, a minor sixteen (16) years of age or older may work outside of school hours for a period of time not to exceed eight (8) hours on a day such minor is required to attend school which is immediately prior to a nonschool day.
- (B) No minor shall be employed more than eight (8) hours in any one day or more than six (6) days in any one week. One and one-half (1½) times the minor's regular rate of pay shall be paid for all work over forty (40) hours in any one week. No minor shall be employed before 5 o'clock in the morning or after 10 o'clock in the evening, except that during any evening preceding a nonschool day, a minor may work the hours authorized by this section until 12:30 o'clock in the morning of such nonschool day.
- (C) Minors sixteen (16) years of age or older and under the age of eighteen (18) years who are enrolled in work experience education programs approved by the State Department of Education may work after 10 p.m. but not later than 12:30 a.m. providing such employment is not detrimental to the health, education or welfare of the minors and the approval of the parent and the work experience coordinator has been obtained. However, any such minor who works any time during the hours from 10 p.m. to 12:30 a.m. shall be paid for work during that time at a rate which is not less than the actual minimum wage paid to adults.
- (D) Those minors not enrolled in a state-approved work experience education program can work past 10 p.m. and until 12:30 a.m. only on days preceding a nonschool day and must be paid at least the actual minimum wage required for adults. No minor shall be employed more than eight (8) hours in any one day or on more than six (6) workdays in any one workweek, except that this restriction does not apply to employees sixteen (16) and seventeen (17) years old who are not required by law to attend school. [See Industrial Work Orders Hours and Days of Work 3.(C).]
- (E) Minors sixteen (16) and seventeen (17) years old who are not required by law to attend school may be employed for the same hours as an adult.
- (F) A minor may be employed on seven (7) workdays in one workweek with no overtime pay required when the total hours of employment during such workweek do not exceed thirty (30) and the total hours of employment in any one workday thereof do not exceed six (6).
- (G) Minors under twelve (12) years of age cannot be employed except by a parent.
- (H) No employer shall employ any minor under the age of eighteen (18) in any agricultural occupation for more than twenty (20) hours in any school week in which such minor is required by law to attend school for two hundred and forty (240) minutes or more each schoolday. Minors sixteen (16) and seventeen (17) years of age shall not work in any agricultural occupation more than six (6) hours a day they are required to attend school for two hundred and forty (240) minutes or more each school day. Minors fourteen (14) and fifteen (15) years of age shall not work in any agricultural occupation more than four (4) hours on a school day.

VIOLATIONS OF CHILD LABOR LAWS are subject to civil penalties of from \$100 to \$5,000 as well as to criminal penalties provided herein. Refer to California Labor Code Sections 1285 to 1311 and 1390 to 1398 for additional restrictions on the employment of minors.

2. Minimum Wages

- (A) Every employer shall pay to each employee wages not less than three dollars and thirty-five cents (\$3.35) for all hours worked, except:
 - (1) LEARNERS. Employees eighteen (18) years of age or over during their first one hundred and sixty (160) hours of employment in occupations in *which they have no previous similar or related experience*, for whom the rate of pay shall not be less than eighty-five percent (85%) of the minimum wage rounded to the nearest nickel.
 - (2) MINORS may be paid not less than eighty-five percent (85%) of the minimum wage rounded to the nearest nickel, provided that the number of minors employed at said lesser rate shall not exceed twenty-five percent (25%) of the persons regularly employed in the establishment. An employer of less than ten (10) persons may employ three (3) minors at said lesser rate. The twenty-five percent (25%) limitation on the employment of minors shall not apply during school vacations.
- (B) Every employer shall pay to each employee, on the established payday for the period involved, not less than the applicable minimum wage for all hours worked in the payroll period, whether the remuneration is measured by time, piece, commission, or otherwise.
- (C) When an employee works a split shift, one hour's pay at the minimum wage shall be paid in addition to the minimum wage for that workday, except when the employee resides at the place of employment.
- (D) WHEN AN EMPLOYER IS SUBJECT TO BOTH THE FEDERAL AND STATE LABOR LAWS, THE HIGHER WAGE RATE SHALL BE PAID TO EMPLOYEES.

3. Reporting Time Pay

- (A) Each workday an employee is required to report for work and does report, but is not put to work or is furnished less than half said employee's usual or scheduled day's work, the employee shall be paid for half the usual or scheduled day's work, but in no event for less than two (2) hours nor more than four (4) hours, at the employee's regular rate of pay, which shall not be less than the minimum wage herein provided.
- (B) If an employee is required to report for work a second time in any one workday and is furnished less than two hours of work on the second reporting, said employee shall be paid for two hours at the employee's regular rate of pay, which shall not be less than the minimum wage herein provided.
- (C) The foregoing reporting time pay provisions are *not applicable* when:
 - (1) Operations cannot commence or continue due to threats to employees or property; or when recommended by civil authorities; or
 - (2) Public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system; or
 - (3) The interruption of work is caused by an Act of God or other cause not within the employer's control.

FEDERAL

1. *Basic Wage Standards*

Covered nonexempt workers are entitled to a minimum wage of not less than \$3.35 an hour, beginning January 1, 1981.

2. *Overtime*

Overtime at not less than one and one-half (1½) times the employee's regular rate is due after forty (40) hours of work in the workweek.

Hospitals and residential care establishments may adopt, by agreement with the employees, a 14-day overtime period in lieu of the usual 7-day workweek, if the employees are paid at least time and a half (1½) their regular rate for hours worked over 8 in a day or 80 in a 14-day work period.

3. *Payday*

Wages which are required by the Act are due on the regular payday for the pay period covered.

4. *Prevailing Wage Rate*

When an employer is subject to both federal and state labor laws, the higher wage rate shall be paid to employees.

5. *Subminimum Wage Rate for Full-Time Students*

Employers who desire to employ students at the subminimum rate must submit application forms to the Regional Office of the U.S. Department of Labor. Forms which are designed to simplify the information requested and also to reduce employer paperwork are being designed and should be requested from the following address:

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
450 Golden Gate Avenue
P.O. Box 36018
San Francisco, CA 94102

A full-time student certificate will not be issued for a period of longer than one year, nor will it be issued retroactively. For additional details and regulations, see the following identified publication:

Retail-Service Establishments, Farms, Institutions of Higher Education
Employment of full-time students, Part 519
Employment of full-time students at subminimal wages, Subpart A
Retail or service establishments and agriculture, Fair Labor Standards
Act as amended in 1977

GENERAL GUIDELINES

1. For the purpose of work experience education programs, "immediate supervision" of off-campus work training stations means pupil participation in on-the-job training as outlined under a training agreement, coordinated by the school district under a state-approved plan, wherein the employer and certificated school personnel share the responsibility for on-the-job supervision. The pupil-teacher ratio in any such work experience program shall not exceed 125 students per full-time equivalent certificated coordinator. A pupil enrolled in such work experience program shall not be credited with more than one day of attendance in any calendar day, and shall be a full-time student enrolled in regular classes meeting the requirements set forth in Educational Code Sections 46141 or 46144 [California Education Code, Section 46300(b)].
2. The minimum school day required is 240 minutes (California Education Code, 46141). The minimum school day for a work experience education student is 180 minutes, plus the hours worked while enrolled in the community/work-based program (California Education Code, 46144).
3. A work experience education student, upon satisfactory completion of studies, shall be granted credit not to exceed a total of 40 semester periods. For vocational work experience education, 10 semester periods for each semester with a maximum of 40 semester periods (California Administrative Code, Title 5, 1635).
4. The minimum day for a student enrolled in a work experience education program is 180 minutes (California Education Code, Section 46144). However, a school district may permit a 12th-grade student who is enrolled in a work experience education program and is in his/her last semester or quarter before graduation to attend for less than 180 minutes. This exception requires that the student have all the requirements for graduation (except courses in physical education) and have the written request of a parent if the student is under 18 years of age (California Education Code, 46147).
5. No minor under the age of 18 can work without a work permit, issued by the proper educational authority; no employer, firm, or corporation can employ or permit such a minor employee to work without such a permit (California Education Code, 49160). The employer shall keep on file all permits to employ minors during the term of employment (California Education Code, 49161). Finally, the employer must send written notification to the authority issuing the permit of intent to employ a minor (California Education Code, 49162).
6. Under normal conditions, minors are excluded from zones of danger or hazardous occupations (California Labor Code, 1292, 1293, and 1294). Students enrolled in an approved work experience education program may work under such conditions if the work experience coordinator determines that the students have been sufficiently trained in the work and if parental approval is obtained (California Labor Code, 1295.5).
7. Any person between 18 and 21 years of age may work in a public eating place which is licensed for the on-site sale of alcoholic beverages as long as the person is not working as a bartender. Service must take place in the area primarily designed and used for dining (California Business and Professions Code, 25667).
8. California employers are required to carry workers' compensation insurance on their employees in the event that they are injured on the job. This insurance covers medical and hospital expenses, plus partial liability for loss of income. Students in *paid* training stations in community/work-based programs are covered by the employer's insurance. However, students in *nonpaid* learning stations (i.e., community classroom) are covered by the school district's insurance unless the employer or firm under whom the students are training elects to provide coverage (California Education Code, 51769).
9. Minors under 18 may not be employed for the purpose of driving a motor vehicle on a public road (unless on a military reservation) (Vehicle Code, 12515).
10. Handicapped students must have free access to all services offered by any school receiving federal funds; these services include job training, job placement, and career development (Education for the Handicapped Act, PL 94-142). Handicapped students gaining on-the-job training at public or private nonprofit agencies cannot have their wages subsidized by Subpart 2 national priority funds (Vocational Education Amendments, PL 94-482 and 95-40).

11. Students often have questions about tips, uniforms, meals, rest periods, and so on. Below are brief guidelines for these matters, excerpted from the California Industrial Welfare Commission Orders and the California Labor Code.

Tips — Every gratuity is the sole property of the employee or employees for whom it was left.

Uniforms and Equipment — If the employee must wear a uniform as a condition of employment, it must be provided and maintained by the employer. This includes wearing apparel and accessories.

Cash Shortage and Breakage — Under general conditions, the employer cannot deduct from the wage of an employee any funds for cash shortage, breakage, or loss of equipment unless it is caused by a dishonest or willful act, or by gross negligence. If, however, an employee has exclusive and personal control of cash funds, the employer can, upon prior written notice, require reimbursement from the employee for cash shortages.

Rest Periods — An employee is permitted 10 minutes rest time for four hours of work. No rest period is required if the total daily work time is less than 3½ hours. The rest period time is counted as time worked.

Meals and Meal Periods — When meals are provided by the employer as part of the employee's compensation and when there is a voluntary written agreement between them about this matter, the meals may not be valued in excess of \$1.20 for breakfast, \$1.65 for lunch, and \$2.20 for dinner. This is effective January 1, 1981.

Polygraph — No applicant for a job or employee must submit to a polygraph or lie detector test or similar examination as a condition of employment.

Illegal Acts — No applicant for a job or employee shall be required to agree, in writing, to any terms or conditions which are known by the employer to be illegal.

SELF-HELP QUIZ ON COMPLIANCE BASICS

DIRECTIONS: The laws, rules, and regulations governing students in community/work-based programs are numerous and complex. Having just completed Section 5's compliance excerpts, test yourself on comprehension of the highlights. Answers are located at the end of the quiz.

1. Does a minor in paid employment require a work permit?
☐ Yes
☐ No
2. How many hours per day (maximum) can a minor who is enrolled in school be employed?
☐ 6 hours
☐ 8 hours
☐ 10 hours
3. On an evening preceding a school day, a minor who is not enrolled in work experience education can work no later than:
☐ 8 o'clock
☐ 10 o'clock
☐ 12:30 a.m.
4. Minors who *are* enrolled in work experience education programs may work after 10 p.m. but not later than 12:30 a.m.
☐ True
☐ False
5. On an evening that precedes a *nonschool* day, a minor who is not enrolled in a work experience education program can work until:
☐ 10 o'clock
☐ 12:30 a.m.
☐ 1 a.m.
6. Currently, the minimum wage in California and the U.S. is:
☐ \$3.10 per hour
☐ \$3.35 per hour
☐ \$3.60 per hour
7. May work experience education students work in zones of danger or under hazardous conditions?
☐ Under no conditions.
☐ Yes, if the WEE coordinator determines that the students have been sufficiently trained in the work and the parents approve.
8. How many hours per week may a minor (who is enrolled in school) work?
☐ 32 hours per week
☐ 40 hours per week
☐ 48 hours per week
9. Who is responsible for paying workmen's compensation insurance for a student in a community classroom learning station?
☐ School district
☐ Facility sponsor

10. A community classroom instructor must meet personally with each student enrolled in the course every _____ hours.
11. Minors can be employed as drivers of motor vehicles.
☐ True
☐ False
12. If an employee must wear a uniform as a condition of employment, who must provide and maintain it?
☐ Employee
☐ Employer
13. Should a job applicant or employee be required to take a lie detector test as a condition of employment?
☐ Yes
☐ No
☐ If the employer and/or school representative insist upon it
14. A written training agreement stating the responsibilities of the student, employer, parent, and school representative is required of which community/work-based programs?
☐ Cooperative vocational education
☐ Vocational work experience education
☐ Community classroom
15. Overtime must be paid after 40 hours of work in the workweek and at the following rate:
☐ 1½ times the employee's regular rate
☐ 2 times the employee's regular rate
16. The pupil-to-teacher ratio in a work experience education program shall not exceed _____ students per full-time equivalent certificated coordinator.
17. The minimum school day for a work experience education student is _____ minutes, plus the hours worked while enrolled in the community/work-based program.
18. If a person is employed in work where tips are left, to whom does a tip belong?
☐ Determined by the employer
☐ Sole property of the employee or employees for whom it was left
19. Who evaluates on-the-job work successfully accomplished by a work experience education student?
☐ Employer
☐ Certificated school personnel only
☐ Employer and certificated school personnel
20. Who is responsible for evaluation of a community classroom student's proficiency attainment while in a learning station?
☐ Facility sponsor
☐ Certificated school personnel only
☐ Sponsor and certificated school personnel
21. The term "teacher-coordinator" is distinctive to which community/work-based program?
☐ Cooperative vocational education
☐ Vocational work experience education
☐ Community classroom

22. An advisory committee is a *requirement* of which community/work-based program(s)?
- ☐ Cooperative vocational education
 - ☐ Vocational work experience education
 - ☐ Community classroom
23. A vocational work experience education student, upon satisfactory completion of studies, shall be granted credit not to exceed a total of:
- ☐ 5 semester periods for each semester, with a maximum of 20 semester periods
 - ☐ 10 semester periods for each semester, with a maximum of 40 semester periods
24. How many days per week may a minor (who is enrolled in school) be employed?
- ☐ 5 days
 - ☐ 6 days
25. When an employer is subject to both federal and state labor laws, the higher wage rate shall be paid employees.
- ☐ True
 - ☐ False

Answers:

1. Yes; 2. 8 hours; 3. 10 o'clock; 4. True; 5. 12:30 a.m.; 6. \$3.35; 7. Yes; 8. 48 hours; 9. School District; 10. 10 hours; 11. False; 12. Employer; 13. No; 14. Cooperative vocational education and vocational work experience; 15. 1½ times regular rate; 16. 125; 17. 180 minutes; 18. Sole property of employee(s); 19. Employer and certificated school personnel; 20. Certificated school personnel only; 21. Cooperative vocational education; 22. Cooperative vocational education; 23. 10 semester periods, with a maximum of 40 semester periods; 24. 6 days; 25. True.

Section 6

Resources

BIBLIOGRAPHY BOOKS, PUBLICATIONS

- Annotated Bibliography of Instructional Materials in Cooperative Vocational Education.* Macomb, IL: Curriculum Publications Clearinghouse, Western Illinois University, 1976.
- Bjorkquist, David. *What Vocational Teachers Should Know About Individualized Instruction.* Columbus, OH: The Center for Vocational and Technical Education, Ohio State University, 1972.
- California Business Education Program Guide for Marketing and Distributive Education.* Vocational Education Unit, California State Department of Education, 1979.
- California Five-Year State Plan for Vocational Education: A Planning Process.* Vocational Education Unit, California State Department of Education, 1977.
- Career Exploration in Marketing and Distribution.* Washington, D.C.: Department of Education, U.S. Government Printing Office, 1979.
- Choices and Challenges: A Student Guidebook About Non-traditional Career Opportunities.* Vocational Education Unit, California State Department of Education, 1979.
- Common Core Units in Business Education.* Vocational Education Unit, California State Department of Education, 1978.
- Community Involvement in Vocational Education.* Vocational Education Unit, California State Department of Education, First Draft, 1977.
- Digest of California Child Labor Laws.* Department of Industrial Relations, Division of Labor Standards Enforcement.
- Distributive Education Programs: A Program Information Publication.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education (Stock No. 017-080-01898-5), 1978.
- Ditzenberger, Roger. *Iowa Marketing and Distributive Education Three-Year Improvement Plan.* Cedar Falls, IA: University of Northern Iowa, 1979.
- Harris, E. Edward. *Employer Preferences and Teacher-Coordinator Practices in Distributive Education.* New York: Gregg Division, McGraw-Hill Book Co., Inc., 1971. (See same resource under Annotated Periodicals and Reports.)
- Law, Gordon F. *Cooperative Education Handbook for Teacher-Coordinators.* Chicago: American Technical Society, 1970.
- Laws and Regulations Governing Work Experience Education.* Revised ed. Vocational Education Unit, California State Department of Education, 1980.
- Levendowski, Jerry. *Cooperative Distributive and Office Education Programs.* Los Angeles: University of California, Division of Vocational Education, 1969.
- Mason, Ralph E. and Peter L. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum.* 2nd ed. Danville, IL: Interstate Printers and Publishers, Inc., 1972.
- Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education.* Columbus, OH: Charles E. Merrill Publishing Co., 1975.
- Program Planning Guide for Distributive Education.* New York: Gregg Division, McGraw-Hill Book Co., Inc., 1972.
- Smith, Amanda J. and Charlotte J. Farris. *Pioneering Programs in Sex Equity: A Teacher's Guide.* Chapter IX, "Reaching the Community." Arlington, VA: American Vocational Association (Order No. 10180), 1980.
- Uthe, Elaine. *The Cooperative Vocational Program—Coordination Techniques.* Lansing, MI: Michigan State University, Division of Vocational Education: Michigan State Department of Education, 1972.
- Work Experience Education: A Handbook for California Secondary Schools.* Vocational Education Unit, California State Department of Education, 1981.
- Work Permit Handbook for California Public Schools.* Revised ed. California State Department of Education, 1982.

Instructional materials are available without cost through the resources of BEDDS—Business Education Data Dissemination Systems. BEDDS materials may be obtained by contacting:

VOICE Dissemination Center
Vocational Education Unit
State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
Tel. 916-322-2330

ANNOTATED ARTICLES, REPORTS, SPECIAL PROGRAMS

Coordination of Work Experience. Cedar Falls, IA: University of Northern Iowa, 1979.

An inservice program for cooperative teacher-coordinators on techniques for providing on-the-job training for disadvantaged and handicapped students. Special program includes 12 self-instructional modules, a 35mm slide/tape presentation explaining the work-based program, and a handbook of support services.

Ditzenberger, Roger. "Providing the Leadership in Coordinating Classroom and On-the-Job Training," *Business Education Forum*, January 1982.

By "structuring expectations," it has been found that workers become more productive. The author suggests 12 basic ways to structure the expectations of students, training sponsors, and the teacher-coordinator in Marketing and Distributive Education cooperative programs.

Harris, E. Edward. *Employer Preferences and Teacher-Coordinator Practices in Distributive Education.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, U.S. Government Printing Office, 1968. (See same resource under Books, Publications.)

Approximately 500 employers and 500 teacher-coordinators are interviewed in this report, telling of the needs for merchandising instruction, advisory committee input, job placements that relate to student occupational expectations and interests.

Hinaga, Mas. "The Teaching, Job Coordinating, and Career/Scholarship Counseling Potential of Cooperative Vocational Education," *California Business Education Journal*, 1978.

A first-person review of how a cooperative vocational education program was implemented; emphasis on career and scholarship counseling by the teacher-coordinator.

Klaurens, Mary K. "Marketing and Distribution: Does Distributive Education Make a Difference?" *Business Education Forum*, February 1978.

Special skills will give DE graduates better jobs and wages than persons with no training or basic skills. The author stresses careful placement, good training plans, and selling the curriculum.

McKenzie, Douglas. "Student Employment and Persistence," *Journal of Student Financial Aid*, May 1981.

Two studies show that student retention is directly related to student employment. The author suggests that college financial aid officers who are considering awarding scholarships to students look at their high school employment records; work-study eligibility.

Monaco, Fred A. "The City Is Our Classroom," *Vocational Education*, May 1979.

Pittsburgh Public Schools' report on a special program aimed at helping students in cooperative education, part-time paid employment, behavior modification techniques. Stresses employer cooperation.

Neeley, Jr., E.R. "Cooperative Distributive Occupations Programs: A Learning Partnership in the World of Business," *Business Education Trends*, Spring Issue, 1981.

A brief article on the North Orange County ROC/P's first summer Distributive Education cooperative vocational education program.

Pender, Albert R. "Selection and Placement of Students in Cooperative Programs," *Business Education Forum*, April 1970.

Factors to consider in properly implementing the student selection and job placement process.

Reece, Barry L. and James Stone. "Marketing and Distribution: Fast Food Placements—Let's Move Slowly," *Business Education Forum*, May 1978.

Arguments for and against placing Distributive Education students in fast-food outlets; criteria for selecting training stations and students; and a model training plan for on-the-job and related instruction.

Synthesizing Work and Schooling: The Roles of Community and Society, Report No. 91. Denver, CO: Education Commission of the States, 1976.

A research report, sponsored by the Office of Education, U.S. Department of Health, Education and Welfare, exploring societal, institutional, and organizational changes needed to bridge the gap between education and the world of work. Specific tasks are outlined for educational agencies, community, business, and government.

William, James. "Community Classroom: An Asset to Education," *Business Education Trends*, Spring Issue, 1981.

A brief report on how the community classroom concept is implemented by the North Orange County ROC/P.

Work Experience Curriculum Answers a Need. Fullerton, CA: Fullerton Joint Union High School District, 1979.

A careers course of study for students with special needs. The federally funded project emphasizes the preemployment processes necessary for integration of handicapped students into the regular work experience program. Model is available to California secondary school districts. Contact Kay Turley.

COOPERATIVE VOCATIONAL EDUCATION

Course Title _____ USOE Code _____
 LEA _____ School _____

TRAINING AGREEMENT
 Program Year 19__ to 19__

Cooperative Vocational Education (CVE) is an instructional program available to full-time students who are at least 16 years of age. CVE correlates formal vocational classroom instruction with regularly scheduled, paid, on-the-job learning experiences. CVE assists students to develop and refine occupational competencies (attitudes, skills, and knowledge) needed for entry-level employment or advanced training.

The Education Code of the State of California requires that students enrolled in Cooperative Vocational Education be covered by a training agreement that is signed by the parties involved. This agreement is not a legal contract and may be terminated for cause at any time by any of the parties. Responsibilities of the parties are detailed below.

SCHOOL RESPONSIBILITIES

As a teacher-coordinator in the Cooperative Vocational Education Program, I agree to:

1. Inform the student and the parent/guardian of program rules and regulations.
2. Assist the student in obtaining and completing necessary program forms.
3. Instruct the student regarding the student's dual responsibility to the employer and to the school.
4. Work closely with the employer in order to provide the student with maximum benefit from the on-the-job training experience.
5. Visit the student's training station and consult with the employer regarding the on-the-job training performance of the student.
6. Correlate the job-related classroom instruction with the learning experiences at the training station.
7. Assist in the resolution of the student's school- or job-related problems that are affecting the on-the-job training performance of the student.
8. Provide the employer with evaluation forms and discuss the on-the-job training performance of the student with the employer and the student.
9. Perform a liaison and coordinating function between the school and the business community.
10. Provide the employer with the objectives of CVE.

Teacher-Coordinator's Signature _____

STUDENT RESPONSIBILITIES

As a student in the Cooperative Vocational Education Program, I agree to:

1. Follow the program rules and regulations established by the school and the employer.
2. Obtain a Social Security card and a work permit if needed.
3. Submit a timecard to verify the number of hours of on-the-job training received as required by the teacher-coordinator.
4. Complete all required forms on time as required by the teacher-coordinator.
5. Notify the teacher-coordinator and the employer of school- or job-related problems that are affecting on-the-job training performance.
6. Maintain regular attendance and punctuality in school and on-the-job training. I will NOT work on days that I am absent from school regardless of the reason for the absence.
7. Regularly attend the job-related classroom instruction.
8. Notify my teacher-coordinator within one day if I am released from my employment.
9. Notify my employer *before* I am due at work if an illness or an emergency prevents me from working.
10. Consult with the teacher-coordinator if I should find it *necessary* to terminate my on-the-job training before I make a commitment to do so.
11. Remain in the program for the entire school year unless obtaining a written agreement from the teacher-coordinator *prior* to enrollment in the program/accepting employment, whichever occurs first.

Student's Signature _____
 Student's Birthdate _____ Age _____ Phone _____
 Student's Address _____

EMPLOYER RESPONSIBILITIES

As a training station sponsor in the Cooperative Vocational Education Program, I agree to:

1. Inform the student of rules, regulations, and duties expected of the student trainee.
2. Supervise the student trainee, assist in improving the on-the-job training performance of the student, and assign the student to more responsible duties or positions if openings occur for which the student is qualified.
3. Plan an appropriate variety of on-the-job training tasks/responsibilities.
4. Abide by state and federal laws/regulations pertaining to employment.
5. Provide Worker's Compensation coverage for the student.
6. Verify the hours the student works by signing the student's timecard.
7. Confer with the teacher-coordinator regarding the student's training progress or need for additional help.
8. Discuss the on-the-job training performance of the student with the teacher-coordinator and complete the written evaluation forms that will be provided.
9. Inform the teacher-coordinator when planning to terminate a student's employment.
10. Provide the student with a *minimum* of ten hours of on-the-job training per week.
11. Understand the objectives of CVE as provided by the teacher-coordinator.
12. Assign the student to the following initial employment:
 Type of work _____
 Starting Date _____ Work Hours _____
 Wage Per Hour \$ _____ Work Days _____

Employer's Signature _____ Phone _____
 Firm Name _____
 Firm Address _____

As the Employer, I am subject to the:
 Federal Fair Labor Standards Act ()
 California Minimum Wage Provisions ()

PARENT/GUARDIAN RESPONSIBILITIES

As a parent/guardian of a student in the Cooperative Vocational Education Program, I agree to:

1. Approve the student's enrollment in the program.
2. Encourage the student to effectively carry out the duties and responsibilities of the program at school and at the training station.
3. Arrange transportation for the student and accept liability if incurred. The school will not authorize or be held responsible for the mode of transportation that is used.
4. Provide the student with ample insurance coverage while traveling to and from school, also to and from the training station.

Parent's/Guardian's Signature _____
 Address _____
 Emergency Phone _____ Home Phone _____

Training Agreement Completion Date _____

Original to teacher-coordinator
 Second copy to employer
 Third copy to student and parent/guardian

Course Title _____ USOE Code _____

LEA _____ School _____

Student's Name _____ Weeks Enrolled _____
 Training Station _____ Weeks Worked _____
 Training Sponsor _____ Total Hours Worked _____
 Career Objective _____ Average Weekly Hours _____

ON-THE-JOB TITLE AND JOB DESCRIPTION:

COMPETENCIES	TAUGHT IN		RATINGS			
	Job	Class	1st	2nd	3rd	4th

A = Works without immediate supervision
B = Works under supervision
C = Learning

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The _____ (name of business firm) will permit _____ (name of student) from _____ (name of school) _____ High School to enter their establishment as an employee under the supervision of _____ (name) for the purpose of gaining knowledge and experience in the occupation area of _____ 04.08 General Merchandising _____ so that the student may prepare for a career as a(n) _____ Salesperson, General Merchandise _____.

Approximate Time	Learning Activities*	OJT	In School	Evaluation	Individual Study Assignment
	MERCHANDISING Receive and record merchandise Follow store procedure for damaged merchandise Keep shelves full, attractive, and orderly Correctly complete physical inventory Make price changes on price tickets Correctly record markups and markdowns SELLING Approach customers properly Determine customer's motives, interests, needs, and wants Effectively handle different types of customers (personalities) Use effective product demonstration and techniques Use product information to create customer interest and desire Convert product features into customer benefits Demonstrate ways of overcoming customer objections Suggest related/accessory items Demonstrate effective closing techniques Demonstrate ways of assuring customer satisfaction *Partial list only				

COMMUNITY CLASSROOM INDIVIDUAL STUDENT TRAINING PLAN

RETAIL MERCHANDISING

Student _____ Learning Station _____ Facility Sponsor _____

ROP Instructor _____ ROP Coordinator _____

Learning under the direction of the instructor, the student will perform the objectives checked below in the environment of a retail store at the skill level required for employment as a Retail: _____ Sales Clerk _____ Salesperson, General Merchandise _____ Sales Attendant _____ Cashier/Wrapper

Check Objectives Required	Expected Hours to Complete	Objectives*	Actual Hours to Complete	Date Completed, Instructor Signoff
		1. REGISTER: Given instruction on the operation of the store's cash register by retail personnel, the student will be able to accurately record sales on the cash register, and properly void underrings and overrings with 100% accuracy.		
		2. CHANGE: Given a merchandise purchase by a customer, the student will be able to calculate the amount of the sale and the tax, make accurate change from the amount tendered, and count the change forward aloud to the customer with 100% accuracy.		
		3. SALES CHECKS: Given instructions by retail personnel and a variety of charge sales by customers, the student will correctly and completely write saleschecks for charge takes, charge or cash sends with 100% accuracy.		
		4. CHECK APPROVAL: Given a check for a purchase by a customer and given instructions by retail personnel, the student will be able to review the written check for completeness and accuracy, obtain required identification, and compare identification with the written check before completing the sales transaction with 100% accuracy.		
		5. CHARGE TRANSACTION: Given instructions in store credit policy and a variety of credit sales, the student will be able to recognize charge cards accepted by the store, complete credit sales for those customers with cards accepted by the store, obtain identification when required, and refer to supervisory review when necessary with 100% accuracy.		
		*Partial list only		

TRAINING PLAN (COMMUNITY CLASSROOM)

COURSE: Retail Merchandising

LOCATION	COMPETENCY*	PERFORMANCE OBJECTIVES	TIME	RELATED INSTRUCTION
	4.01 Making Change	Given instruction in change-making and a sales situation, the student will count change back to the customer using the accepted method to five consecutive customers with 100% accuracy.	2 hours	CBEP — 826.01 IDECC — Math LAP 13 Sell. LAP 10
	4.02 Cash Register Techniques	Given instruction on the operation of a cash register, a cash register and a sales situation, the student will ring up five consecutive sales transactions, figure sales tax and give change with 100% accuracy.	2 hours	CBEP — 804.03 (826) IDECC — Math LAP 13
	4.03 Check Cashing	Given store procedures for cashing checks, the student will go through the authorization procedure and record all the necessary information for three customers' checks with 100% accuracy.	2 hours	CBEP — 804.05 (826) IDECC — Oper. LAP 14
	4.04 Completing Saleschecks	Given the store procedure for filling out a salescheck and a sales situation, the student will fill out saleschecks for three customers with 100% accuracy.	2 hours	CBEP — 804.07 (826) IDECC — Sell. LAP 13 Math LAP 10
	4.05 Charge Card Transaction	Given store procedure for a charge sale and a sales situation, the student will complete three sales transactions legibly with 100% accuracy.	2 hours	CBEP — 804.08 (826) IDECC — Sell. LAP 16
	4.06 Returns and Exchanges	Given store procedure for handling returns and exchanges, the student will process one even and two uneven exchanges giving refund in cash and in credit to account with 100% accuracy.	2 hours	CBEP — 828 IDECC — Sell. LAP 19
	*Partial list only			